

CAZONDE

-R25

REPORT
MINISTER OF EDUCATION
PROVINCE OF ONTARIO
(CANADA)
—
1904

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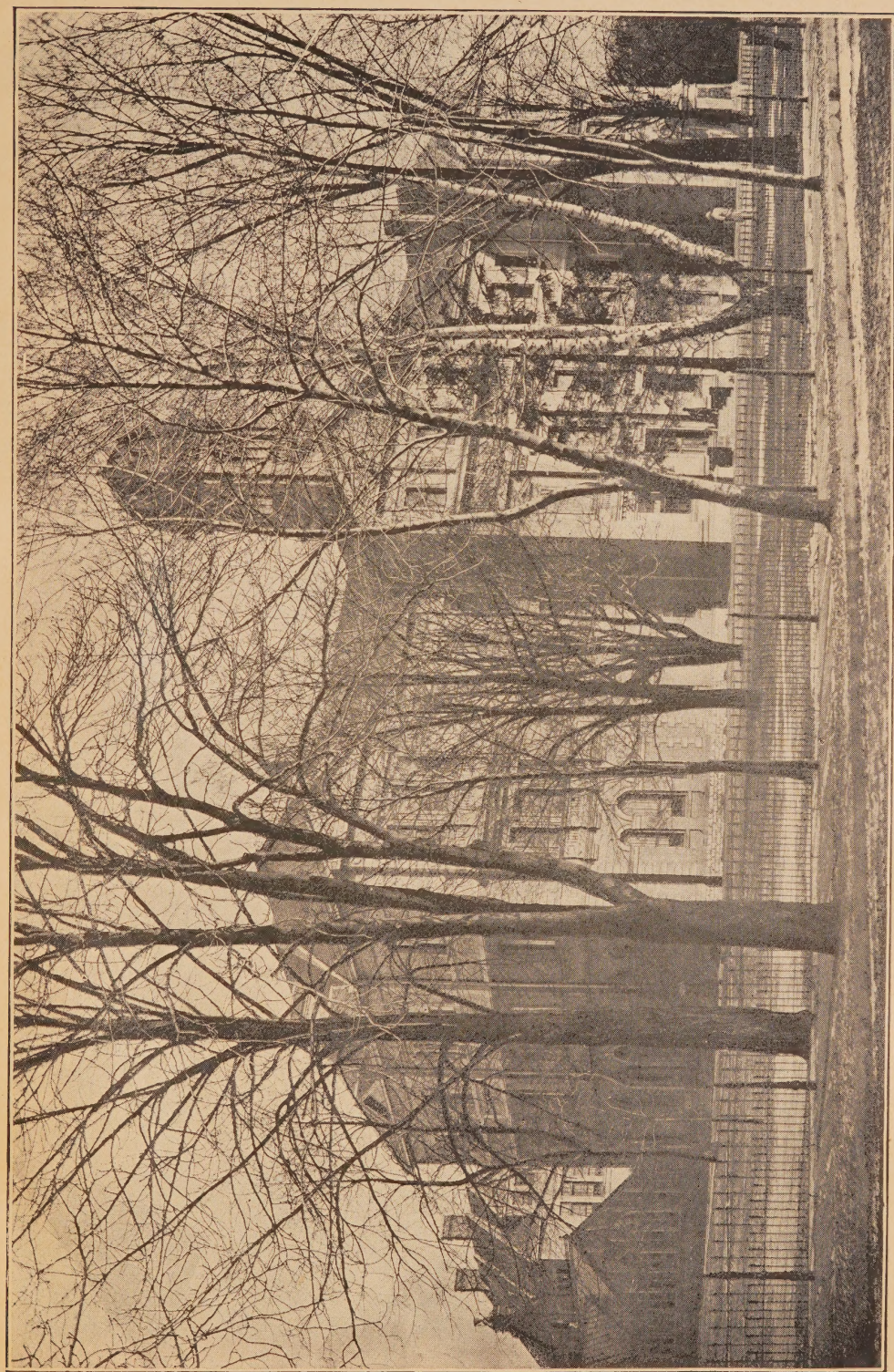
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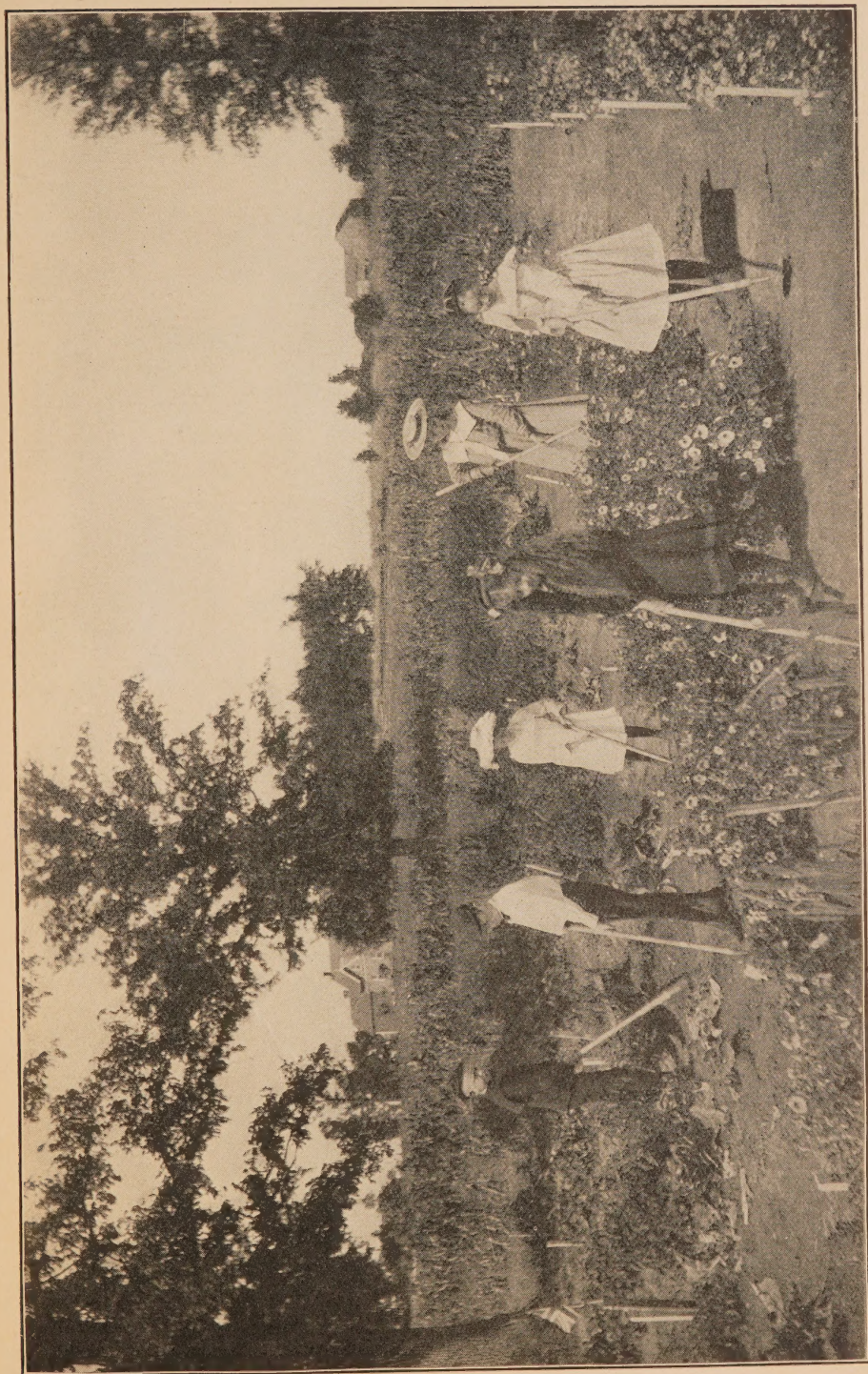
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Education Department, Toronto.



Rural School Gardens, North Gower.

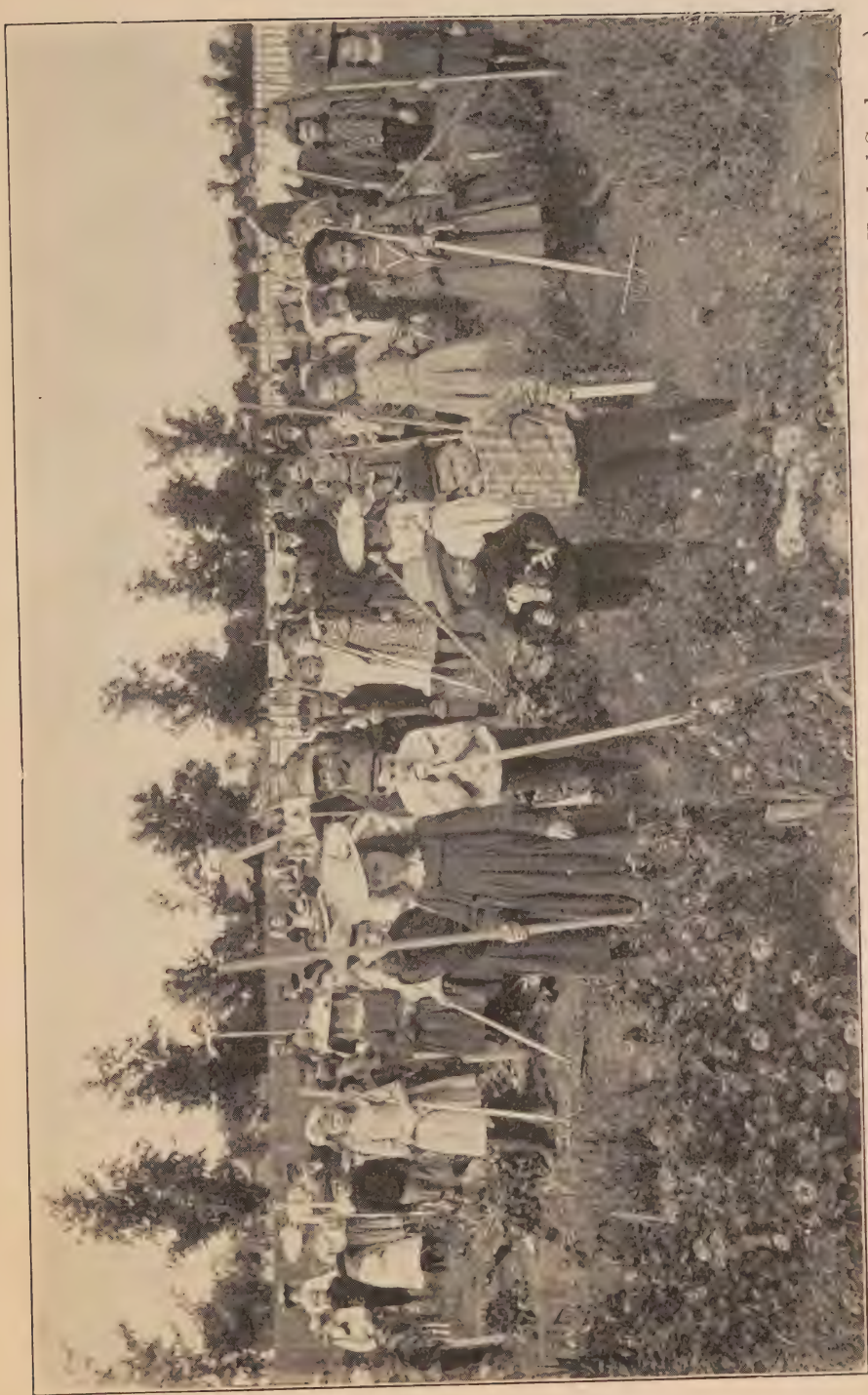


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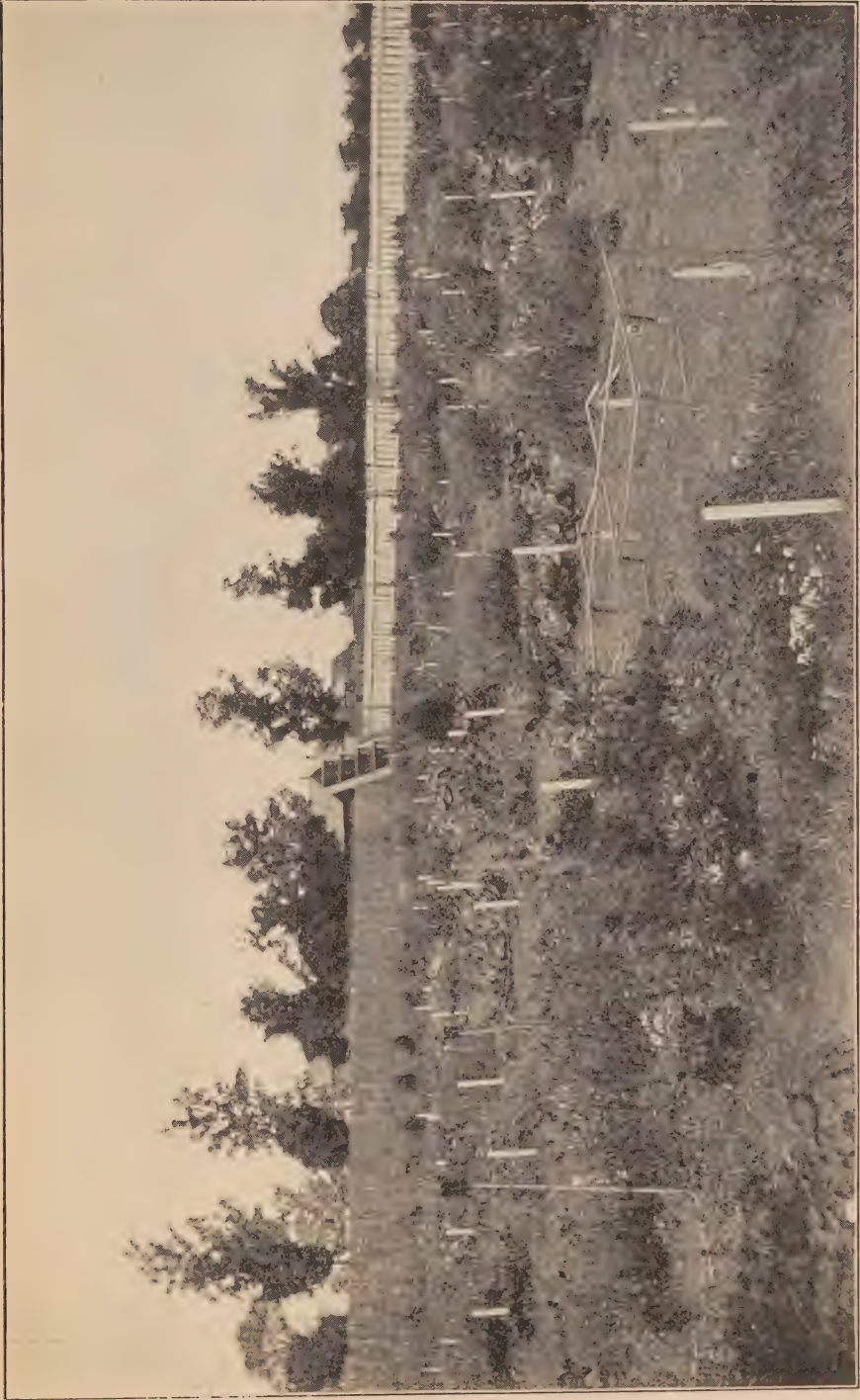
Rural School Gardens, Bowesville.

(In the Middle of the Lesson.)



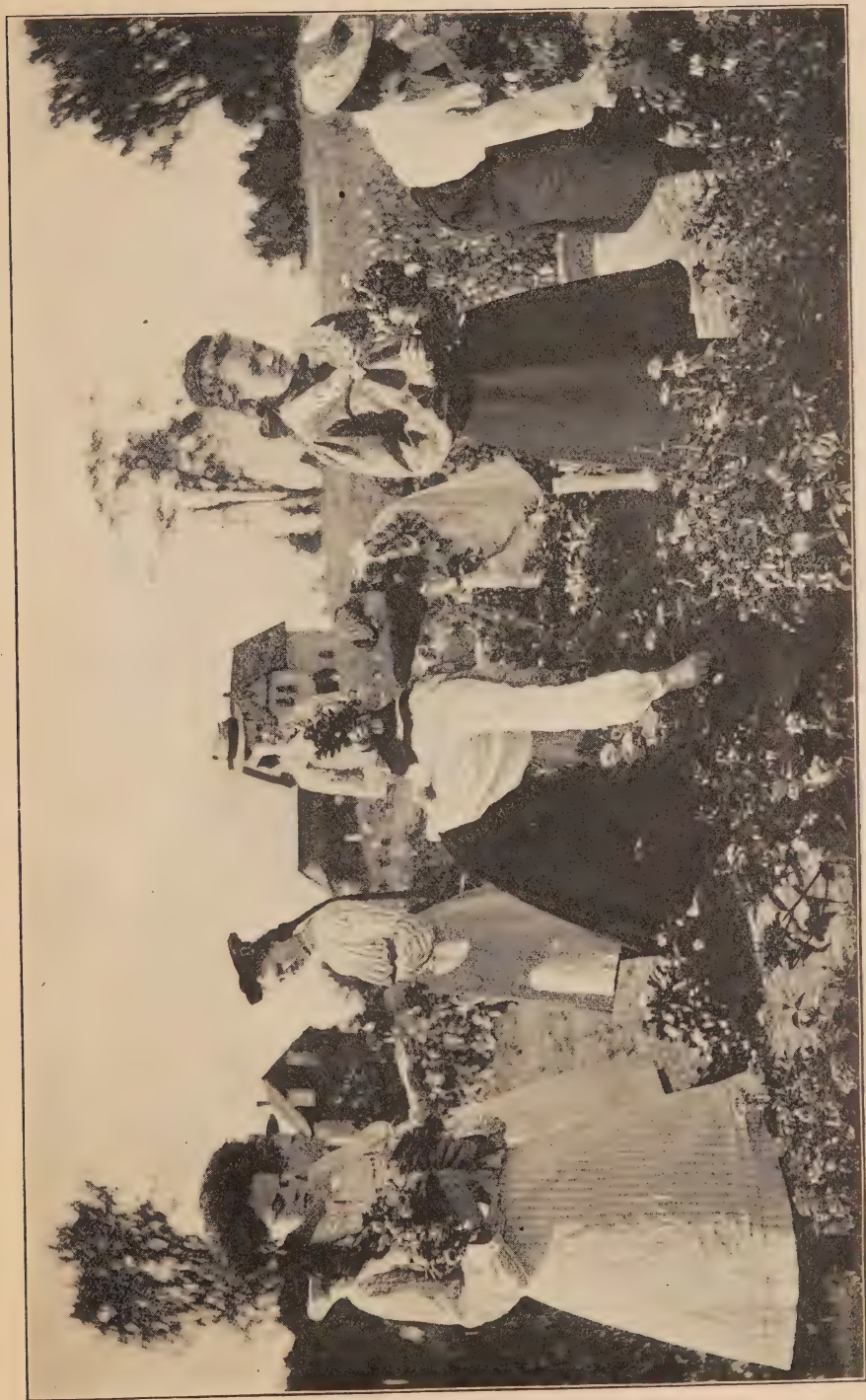
Rural School Gardens, Richmond.

(A Hundred Gardeners.)



Rural School Gardens, Richmond.

(A Hundred Plots.)



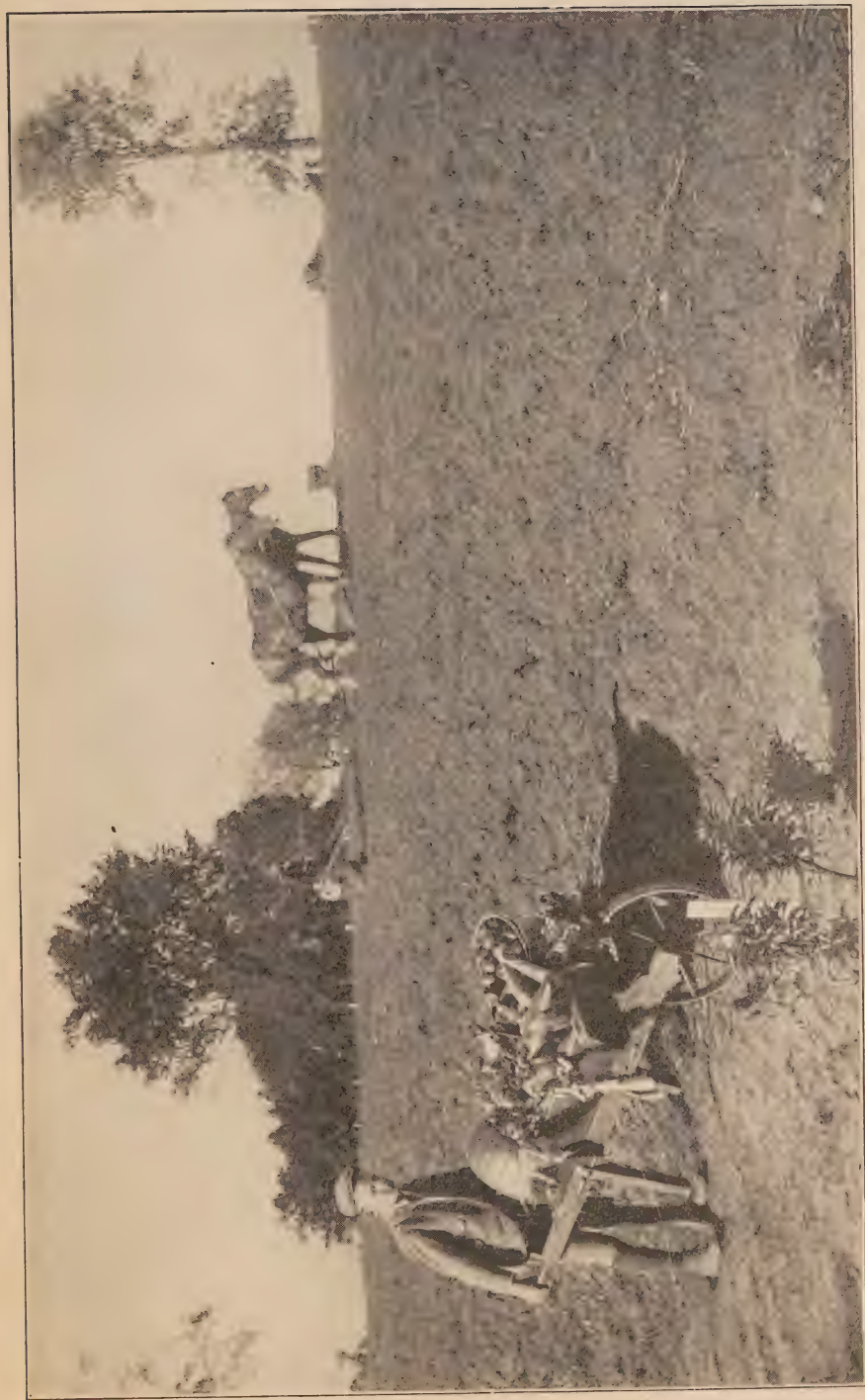
Rural School Gardens, Carp.

(Gathering Flowers.)



Rural School Gardens, Mohr's Corners.

(A Group of Harvesters.)



Rural School Gardens, Carp.

(Harvesting and Ploughing.)

GENERAL REPORT, 1904.



WARWICK BRO'S & RUTTER, LIMITED, PRINTERS,
TORONTO.

EDUCATION DEPARTMENT.

MINISTER OF EDUCATION :

HON. R. A. PYNE, M.D., M.P.P.

DEPUTY MINISTER OF EDUCATION :

JOHN MILLAR, B.A.

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S. A. May,	-	-	-	-	-	-	-	-	Assistant Clerk of Correspondence,
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R. J. Bryce,	-	-	-	-	-	-	-	Assistant Clerk of Examinations.

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H. R. Alley,	-	-	-	-	-	Librarian.
Miss J. Stocks,	-	-	-	-	-	Assistant Librarian.
F. F. Evans,	-	-	-	-	-	Clerk.
David Boyle, Ph. B.,	-	-	-	-	-	Superintendent of Museum.
Miss E. Dennis,	-	-	-	-	-	Stenographer.



REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1904

PART I

WITH THE STATISTICS OF 1903.

To the Honorable Wm. Mortimer Clark, K. C.,
Lieutenant-Governor of the Province of Ontario.

May it Please Your Honor :

I herewith present Part I. of the Report of the Education Department for the year 1904 with the statistics for the year 1903.

SUMMARY OF STATISTICS.

1. ELEMENTARY SCHOOLS.

a. Public Schools.

Number of Public Schools in 1903.....	5,734
Increase for the year.....	63
Number of enrolled pupils of all ages in the Public Schools during the year....	403,161
Decrease for the year.....	4,963
Average daily attendance of pupils.....	230,730
Decrease for the year.....	1,933
Percentage of average attendance to total attendance.....	57.2
Number of persons employed as teachers (exclusive of Kindergarten and Night School teachers) in the Public Schools : men, 2,062 ; women, 6,498 total.....	8,560
Decrease : men 138 ; increase, women 201 ; total increase....	63
Number of teachers who attended Normal School.....	4,795
Increase for the year.....	194
Number of teachers with a University degree.....	85
Increase for the year.....	4
Average annual salary for male teachers.....	\$465
Increase for the year.....	\$29
Average annual salary of female teachers.....	\$324
Increase for the year.....	\$11

Amount expended for Public School houses (sites and buildings).....	\$347,955
“ “ for teachers' salaries.....	\$3,096,132
“ “ “ all other purposes.....	\$1,209,463
Total amount expended on Public Schools.....	\$4,653,550
Increase for the year.....	\$263,831
Cost per pupil, (enrolled attendance).....	\$11.54
Increase for the year.....	\$.79

b. Roman Catholic Separate Schools.

Number of Roman Catholic Separate Schools in 1903.....	412
Increase for the year.....	21
Number of enrolled pupils of all ages.....	47,117
Increase for the year.....	1,153
Average daily attendance of pupils.....	29,538
Increase for the year.....	721
Percentage of average attendance to total attendance.....	62.69
Number of teachers.....	896
Increase for the year.....	26
Amount expended for School Houses (sites and buildings).....	\$80,862
Amount expended for teachers' salaries.....	\$213,861
“ “ for all other purposes.....	\$129,596
Total amount expended on R. C. Separate Schools.....	\$424,319
Decrease for the year.....	\$11,122
Cost per pupil (enrolled attendance).....	\$9.01
Decrease for the year.....	\$.46

c. Protestant Separate Schools.

Number of Protestant Separate Schools (included with Public Schools, <i>a</i>) in 1903.....	5
Decrease for the year.....	1
Number of enrolled pupils.....	314
Decrease for the year.....	152
Average daily attendance of pupils.....	191
Decrease for the year.....	56

d. Kindergartens.

Number of Kindergartens in 1903.....	123
Increase for the year.....	3
Number of pupils enrolled.....	11,880
Increase for the year.....	580
Average daily attendance of pupils.....	4,706
Increase for the year.....	110
Number of teachers engaged.....	250
Increase for the year.....	3

e. Night Schools.

Number of Night Schools in 1903-4.....	10
Decrease for the year.....	1
Number of pupils enrolled.....	701
Increase for the year.....	31

Average daily attendance of pupils.....	162
Decrease for the year.....	8
Number of teachers engaged.....	17

II. *SECONDARY SCHOOLS.

a. High Schools.

Number of High Schools (including 41 Collegiate Institutes) in 1903.....	135
Increase for the year.....	1
Number of Teachers in High Schools.....	619
Increase for the year.....	26
Number of Pupils in High Schools.....	25,722
Increase for the year.....	1,250
†Average Annual Salary, Principals.....	\$1,220
Increase for the year.....	\$22
†Average Annual Salary, Assistants.....	\$875
Increase for the year.....	\$18
†Average Annual Salary.....	\$950
Increase for the year.....	\$16
†Highest Salary Paid.....	\$2,900
Amount expended for High School teachers' salaries.....	\$571,559
" " " " houses (sites and buildings).....	\$48,723
Amount expended for all other High School purposes.....	\$195,800
Total amount expended on High Schools.....	\$816,082
Increase for the year.....	\$46,402
Cost per Pupil (enrolled attendance).....	\$31.72
Increase for the year.....	\$.27

b. Continuation Classes.

Number of Continuation Classes, 1903-4 (included in Public and Separate Schools, I, a and b), practically doing High School work: Grade A, 68; Grade B, 45; Grade C, 118; Grade D, 188; total.....	419
Increase for the year, Grade A, 3.....	
Decrease, Grade B, 3, Grade C, 16: Grade D, 45.....	
Number of pupils in attendance.....	4,598
Decrease for the year.....	266

III. GENERAL.

ELEMENTARY AND SECONDARY SCHOOLS.

Total population of the Province, 1903.....	12,204,830
Pupils enrolled in Elementary and Secondary Schools.....	488,581
Decrease for the year.....	1,949
Average daily attendance.....	280,453
Decrease for the year.....	223
Percentage of total population enrolled.....	22.16
Average length of school term in days.....	199.06
Average number of days attended by each pupil enrolled.....	114.18

*The Curriculum of Secondary Schools includes all the subjects required for matriculation into the University.

†These salaries are based on Returns to the Department, dated January, 1904.

‡Estimated.

Average cost per pupil (enrolled attendance) in all schools :			
	1902	1903	
Sites and buildings.....	\$ 97	\$ 98	
Teachers' salaries.....	7 63	7 94	
All other expenses.....	2 80	3 14	
For all purposes.....	\$11 40	\$12 06	
Average cost per pupil (average attendance) in all schools :			
	1902	1903	
Sites and buildings.....	\$ 1 70	\$ 1 70	
Teachers' salaries.....	13 34	13 84	
All other expenses.....	4 89	5 47	
For all purposes.....	\$19 93	\$21 01	
Expenditure per capita of population, 1903.....			\$2 67

I. PUBLIC SCHOOLS (INCLUDING SEPARATE SCHOOLS).

These tables, 1, 2, 3 and 4, for the purpose of comparison with previous years in which the R. C. Separate Schools were included with Public Schools, include R. C. Separate Schools. In the Statistical Tables, A, B, C, D, E, (Appendix A), the Separate Schools are excluded.

1.—School Population—Attendance.

The School population of the Province, as ascertained by the assessors, is as follows:

Year.	School age.	School population.	Pupils enrolled under 5.	Pupils enrolled 5 to 21.	Pupils enrolled over 21.	Total number of enrolled pupils.	Average daily attendance.	Percentage of average attendance to total number attending school.
1867.....	5—16	447,726	.....	a380,511	b21,132	401,643	163,974	40.82
1872.....	5—16	495,756	.....	a433,664	b20,998	454,662	188,701	41.50
1877.....	5—16	494,804	1,430	488,553	877	490,860	217,184	44.25
1882.....	5—16	483,817	1,352	469,751	409	471,512	214,176	45.42
1887.....	5—21	611,212	1,569	491,242	401	493,212	245,152	49.71
1892.....	5—21	595,238	1,636	483,643	391	485,670	253,830	52.26
1897.....	5—21	599,055	1,385	481,120	272	482,777	273,544	56.66
1902.....	5—21	584,512	1,001	452,977	110	454,088	261,480	57.58
1903.....	5—21	577,383	917	449,255	106	450,278	260,268	57.80

a 5—16. b Other ages than 5 to 16. Note.—Kindergarten and Night School pupils are not included in above table.

The decrease in the enrolled attendance in 1903 is very largely offset by the increased attendance noticed in the R. C. Separate Schools, and the High Schools and Collegiate Institutes. See tables II. and IV. of this portion of the Report.

Of the 450,278 pupils in 1903, 260,617 or 57.88 per cent. were enrolled in rural schools, and 189,661 or 42.12 per cent. in the cities, towns, and incorporated villages of the Province.

2.—Classification of Pupils.

Year.	1st Reader—Parts I and II.	2nd Reader.	3rd Reader.	4th Reader.	5th or High School Reader.	Writing.	Arithmetic.	Drawing.	Geography.	History.	Music.	Grammar and Composition.	Temperance and Hygiene.
1867..	79,365	98,184	83,211	68,896	71,987	231,734	241,501	5,450	272,173	61,787	47,618	147,412	.....
1872..	160,828	100,245	96,481	67,440	29,668	322,688	327,218	57,582	327,139	109,639	110,083	282,156	.....
1877..	153,630	108,678	135,824	72,871	19,857	396,006	402,248	153,036	375,951	116,865	168,942	220,977	.....
1882..	165,834	106,229	117,352	71,740	10,357	398,401	419,557	176,432	280,517	150,989	158,694	209,184	33,926
1887..	192,361	100,533	108,096	81,984	10,238	466,389	469,445	395,097	316,791	194,754	203,567	270,856	71,525
1892..	187,947	96,074	99,345	88,934	13,370	465,516	470,813	435,239	334,947	253,956	220,941	294,331	171,594
1897..	181,375	91,330	99,682	89,314	21,076	465,525	471,869	448,444	342,189	284,025	233,915	316,787	216,343
1902..	176,503	85,732	90,630	83,738	17,485	445,316	449,573	434,030	318,755	269,954	268,356	296,172	194,459
1903..	173,309	86,582	90,065	83,981	16,341	443,711	446,168	432,270	314,318	272,657	264,181	292,513	195,506

The following table classifies the pupils in the various Readers in 1903, as to rural and urban schools.

	First Reader Part I.	First Reader Part II.	Second Reader.	Third Reader.	Fourth Reader.	Fifth or High School Reader.
Rural Schools.....	61,846	39,169	49,441	51,359	48,596	10,186
Urban Schools (cities, towns and incorporated villages)	44,904	27,370	37,141	38,706	30,385	6,155

3.—Teachers' Certificates and Salaries.

Teachers' Certificates.

Year.	Public school teachers.	Male.	Female.	1st class.	2nd class.	3rd class.	Other certificates, including old County Board, etc.	Number of teachers who attended Normal School.
1867	4,890	2,849	2,041	1,899	2,454	386	151	666
1872	5,476	2,626	2,850	1,337	1,477	2,084	578	828
1877	6,468	3,020	3,448	250	1,304	3,925	988	1,084
1882	6,857	3,062	3,795	246	2,169	3,471	971	1,873
1887	7,594	2,718	4,876	252	2,553	3,865	924	2,434
1892	8,480	2,770	5,710	261	3,047	4,299	873	3,038
1897	9,128	2,784	6,344	343	3,386	4,465	934	3,643
1902	9,367	2,294	7,073	608	4,296	3,432	1,031	4,774
1903	9,456	2,160	7,296	610	4,451	3,250	1,145	4,967

NOTE.—Kindergarten and Night School teachers are not included in above table.

The above table shows a decline from 24.5 per cent. in 1902 to 22.84 in 1903 in the number of men engaged in teaching.

Improvement is again noticed in the increase of the number of teachers with First and Second Class certificates and of those who have attended Normal School.

Eighty-five Public School-teachers held University degrees in Arts, an increase of four over the preceding year 1902.

The following table classifies the teachers and certificates as to rural and urban schools, in 1903 :

	Public School Teachers.			Certificates.			
	Total.	Male.	Female.	1st Class.	2nd Class.	3rd Class.	Other Class.
Rural Schools.....	5,963	1,581	4,382	143	2,192	3,008	630
Urban (cities, towns and incorporated villages).....	3,498	579	2,914	467	2,259	242	515

Teachers' Salaries.

Year.	Highest salary paid.	Average salary, male teacher, province.	Average salary, female teacher, province.	Average salary, male teacher, counties, etc.	Average salary, female teacher, counties, etc.	Average salary, male teacher, cities.	Average salary, female teacher, cities.	Average salary, male teacher, towns.	Average salary, female teacher, towns.
	\$	\$	\$	\$	\$	\$	\$	\$	\$
1867.....	1,350	346	226	261	189	532	243	464	240
1872.....	1,000	360	228	305	213	628	245	507	216
1877.....	1,100	398	264	379	251	735	307	583	269
1882.....	1,100	415	269	385	248	742	331	576	273
1887.....	1,450	425	292	398	271	832	382	619	289
1892.....	1,500	421	297	383	269	894	402	648	298
1897.....	1,500	391	294	347	254	892	425	621	306
1902.....	1,600	436	313	372	271	935	479	667	317
1903.....	1,600	465	324	387	283	951	491	678	327

The average salaries for teachers in 1903 in incorporated villages, included in Counties, etc., above, were \$555 for men and \$285 for women. In rural schools they were \$372 and \$283, and in all urban schools, \$743 and \$395 respectively.

It will be noticed that the salaries are higher than in any previous year since 1867 in all cases except for men in the rural and village schools, who received considerably higher salaries in the year 1883 to 1890 inclusive.

See pages 12 and 13 of this Report for salaries in the various Counties and Districts.

4.—Receipts and Expenditure.

Year.	Receipts.				Expenditure.					
	Legislative grants.	Municipal School grants and assessments.	Clergy Reserve funds, balances and other sources.	Total receipts.	Teachers' salaries.	Sites and building school houses.	Libraries, maps, apparatus, prizes, etc.	Rent, repairs, fuel and other expenses.	Total expenditure.	Cost per pupil.
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$ c.
1867.....	187,153	1,151,583	331,599	1,670,335	1,093,517	149,195	31,354	199,123	1,473,189	3 67
1872.....	225,318	1,763,492	541,460	2,530,270	1,371,594	456,043	47,799	331,928	2,207,364	4 85
1877.....	251,962	2,422,432	730,687	3,405,081	2,038,099	477,393	47,539	510,458	3,073,489	6 26
1882.....	265,738	2,447,214	757,038	3,469,990	2,144,449	341,918	15,583	525,025	3,026,975	6 42
1887.....	268,722	3,084,352	978,283	4,331,357	2,458,540	544,520	27,509	711,535	3,742,104	7 59
1892.....	283,791	3,300,512	1,227,596	4,811,899	2,752,629	427,321	40,003	833,965	4,053,918	8 40
1897.....	366,538	3,361,562	1,260,055	4,988,155	2,886,061	391,689	60,585	877,335	4,015,670	8 73
1902.....	383,666	3,959,912	1,422,924	5,766,502	3,198,132	432,753	86,723	1,107,552	4,825,160	10 62
1903.....	390,156	4,263,893	1,406,957	6,061,006	3,309,993	428,817	74,486	1,264,573	5,077,869	11 27

A large increase in the government and municipal grants and in the expenditure of the Public and Separate Schools is noticed above. The latter item in connection with the decreased attendance has increased the cost per pupil from \$10.63 in 1902 to \$11.27 in 1903.

Average cost per pupil (enrolled attendance.)

	1902.	1903.
Sites and buildings	\$ 95	\$ 95
Teachers' salaries	7 04	7 35
All other expenses	2 63	2 97
For all purposes	\$10 62	\$11 27

Average cost per pupil (average attendance.)

	1902.	1903.
Sites and buildings	\$ 1 65	\$ 1 65
Teachers' salaries	12 23	12 72
All other expenses	4 57	5 14
For all purposes	\$18 45	\$19 51

The cost per pupil in the Public Schools alone will be found on pages 20 and 21 of this report, and for the R.C. Separate Schools on pages 24 and 25.

II — ROMAN CATHOLIC SEPARATE SCHOOLS.

Year.	Schools—Expenditure— Teachers.				Number of pupils attending—Number in the various branches of instruction.							
	Schools open.	Total receipts.	Total expenditure.	Teachers.	Pupils.	Reading.	Writing.	Arithmetic.	Geography.	Grammar.	Drawing.	Temperance and Hygiene.
		\$	\$									
1867.....	161	48,628	42,719	210	18,924	18,924	10,749	10,559	8,666	5,688	.....	.....
1872.....	171	68,810	61,817	254	21,406	21,406	13,699	12,189	8,011	7,908	.....	.....
1877.....	185	120,266	114,806	334	24,952	24,952	17,932	17,961	13,154	11,174	.....	.....
1882.....	190	166,739	154,340	390	26,148	26,148	21,052	21,524	13,900	11,695	7,548	2,033
1887.....	229	229,848	211,223	491	30,373	30,373	27,824	28,501	19,608	18,678	21,818	8,578
1892.....	312	326,034	289,838	662	37,466	37,466	35,565	35,936	26,299	22,755	32,682	11,056
1897.....	340	335,324	302,169	752	41,620	41,620	39,724	40,165	27,471	26,071	36,462	18,127
1902.....	391	485,503	435,441	870	45,964	45,964	45,964	45,964	29,788	27,409	41,952	14,687
1903.....	412	472,395	424,319	896	47,117	47,117	41,117	47,117	30,212	28,609	43,658	20,559

III.—PROTESTANT SEPARATE SCHOOLS.

The complete list of Protestant Separate Schools is as follows :

No. 9 Cambridge, No. 6 Plantaganet North, No. 1 N. Tilbury, L'Original, and Penetanguishene.

They were attended by 314 pupils. The whole amount expended for their maintenance was \$3,451. Five teachers held a Second Class, two a Third Class and one a Temporary Certificate.

IV.—COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

The following statistics respecting Collegiate Institutes and High Schools will be found suggestive :

1.—Receipts, Expenditure, Attendance, Etc.

Year.	Schools open.	Teachers.	Receipts.			Expenditure.			Pupils.	Percentage of average attendance to total attendance.	Cost per pupil.
			Amount of fees.	Legislative grant.	Total receipts.	Paid for teachers salaries.	Paid for sites and building school houses.	Total expenditure.			
			\$	\$	\$	\$	\$	\$			
1867.....	103	159	15,605	54,562	139,579	94,820	119,190	124,181	5,696	55	21 80
1872.....	104	239	20,270	79,543	223,269	141,812	231,360	210,005	7,968	56	26 36
1877.....	104	280	20,753	78,762	357,521	211,607	251,417	343,710	9,229	56	37 24
1882.....	104	332	29,270	84,304	373,150	253,864	219,361	343,720	12,348	53	27 56
1887.....	112	398	56,198	81,977	529,323	327,452	273,061	495,612	17,459	59	28 38
1892.....	128	522	97,273	100,000	793,812	472,029	291,108	696,114	22,837	60	30 48
1897.....	130	579	110,859	101,250	767,487	532,837	246,627	715,976	24,390	61	29 35
1902.....	134	593	105,801	112,650	832,853	547,402	44,246	769,680	24,472	58.96	31 45
1903.....	135	619	111,028	118,773	876,737	571,559	48,723	816,082	25,722	59.55	31 72

a Expenses for repairs, etc., included.

Average cost per pupil (enrolled attendance) per year :

	1902.	1903.
Sites and buildings.....	\$ 1 81	\$ 1 89
Teachers' salaries.....	22 37	22 22
All other expenses.....	7 27	7 61

For all purposes.....	\$31 45	\$31 72
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Average cost per pupil (average attendance) per year :

	1902.	1903.
Sites and buildings.....	\$ 3 07	\$ 3 18
Teachers' salaries.....	37 93	37 31
All other purposes.....	12 34	12 78

For all purposes.....	\$53 34	\$53 27
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2.—Classification of Pupils, etc.

Year.	English.					Mathematics.				Science.		
	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.
1867	5,467	4,091	.....	4,634	5,264	5,526	2,841	1,847	141	1,876	840	.....
1872	7,884	4,278	.....	7,513	7,715	7,834	5,033	2,592	174	1,921	1,151	.....
1877	8,819	5,772	.....	9,106	9,158	9,227	8,678	5,113	359	2,168	2,547	.....
1882	12,275	12,189	.....	12,220	12,106	12,261	11,742	11,148	397	2,889	2,522	.....
1887	17,086	17,171	16,649	17,010	16,962	16,939	16,904	14,839	1,017	5,265	3,411	4,640
1892	22,530	22,525	22,468	22,323	22,118	21,869	22,229	17,791	1,154	6,601	3,719	6,189
1897	19,591	24,195	24,176	18,318	13,747	19,798	24,105	16,788	1,652	11,002	5,489	2,892
1902	21,576	24,241	23,768	23,559	14,500	21,594	22,953	16,881	1,662	12,758	5,860	9,051
1903	23,069	25,375	24,885	24,426	15,290	23,246	23,840	17,873	1,618	14,240	6,214	9,442

2—Classification of Pupils, etc.—Continued.

Year.	Languages.				Drawing.	Vocal music.	Bookkeeping and commercial transactions.	Left for mercantile life.	Left for agriculture.	Who joined a learned profession.	Matriculated.	Number of schools charging fees.
	Latin.	Greek.	French.	German.								
1867	5,171	802	2,164	.....	676	.....	1,283	.....	.....	.....	56	67
1872	3,860	900	2,828	341	2,176	.....	3,127	486	300	213	78	28
1877	4,955	871	3,091	442	2,755	.....	3,021	555	328	564	145	35
1882	4,591	815	5,563	962	3,441	.....	5,642	881	646	751	272	87
1887	5,409	997	6,189	1,350	14,295	1,955	14,064	1,141	882	791	305	58
1892	9,006	1,070	10,598	2,796	16,980	948	16,700	1,111	1,006	398	471	77
1897	16,873	1,421	13,761	5,169	12,252	160	11,647	1,368	1,153	409	652	87
1902	18,894	631	13,595	3,280	10,721	138	11,334	1,573	743	705	1,071	82
1903	18,831	602	14,522	3,229	11,619	287	12,264	1,805	844	684	851	81

The following table will be of interest regarding the occupation of parents of High School pupils, and will show the classes of our population receiving most advantages from those institutions.

Agricultural	8,004
Commercial	6,941
Mechanical	6,491
Professional	2,504
Other callings	1,782

V. DEPARTMENTAL EXAMINATIONS, ETC.

1. Table shewing the Number of Teachers-in-Training at County Model Schools, Normal College, Provincial Normal Schools, etc., 1877-1903.

Year.	County Model Schools.			Normal College.			Normal and Model Schools, etc.					
	No. of schools.	No. of teachers in training.	No. that passed final examination.	No. of teachers.	No. of students admitted.	Receipts from fees of Normal College.	No. of Normal School teachers.	No. of Normal School students admitted.	No. of Model School and Kindergarten teachers.	No. of Model School and Kindergarten pupils.	Receipts from fees of Normal Schools, Model Schools, and Kindergarten pupils.	Expenditure, Normal and Model Schools.
						\$ c.					\$ c.	\$ c.
1877.....	50	1,146	1,124	.....	.....	.....	13	257	8	643	7,909 22	25,780 88
1882.....	46	882	837	.....	.....	.....	16	260	15	799	13,783 50	44,888 02
1887.....	55	1,491	1,376	.....	.....	.....	13	441	18	763	16,427 00	40,188 66
1892.....	59	1,283	1,225	.....	.....	.....	12	428	22	842	19,016 00	45,724 12
1897.....	60	1,615	1,384	12	180	1,630 00	13	407	23	832	18,797 59	46,390 91
1902.....	54	1,171	1,138	15	132	2,405 00	16	619	31	958	20,735 00	56,672 98
1903.....	55	1,148	1,123	17	127	2,110 00	25	586	36	1,067	19,866 00	61,678 08

a Including those engaged in both a Normal and a Model School.

2. Entrance Examinations, 1877-1904.

Year.	No. of candidates examined.	No. of candidates who passed.
1877.....	7,383	3,836
1882.....	9,607	4,371
1887.....	16,248	9,364
1892.....	16,409	8,427
1897.....	16,384	10,502
1902.....	18,087	13,300
1903.....	19,058	13,003
1904.....	19,774	14,632

3. Non professional and Matriculation Examinations, 1904.

	District Certificate.	Part II, Junior Leaving.	Junior Matriculation, including Scholarship.	Part I, Senior Leaving.	Part II, Senior Leaving.	Commercial Specialist.
No. candidates	222	2,709	1,601	604	535	12
No. who passed	76	1,337	1,369	358	281	9
No. of appeals	1	194	39	32	42	2
No. sustained	1	39	7	0	3	1

NOTE—(a) The Part I, Junior Leaving examination was abolished in 1902.
 (b) In Junior Matriculation column above, 183 scholarship candidates are included.
 (c) The Commercial Diploma Part II was abolished in 1904.

VI. TEACHERS' INSTITUTES.

This table presents the work of the Teachers' Institutes for twenty-seven years :

Year.	No. of Teachers' Institutes.	No. of Members.	No. of teachers in the Province.	Receipts.				Expenditure.	
				Amount received from Government grants.	Amount received from municipal grants.	Amount received from members' fees.	Total amount received.	Amount paid for libraries.	Total amount paid.
				\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1877.....	42	1,181	6,468	1,412 50	100 00	299 75	2,769 44	1,127 63	
1882.....	62	4,395	6,857	2,900 00	300 00	1,068 84	9,394 28	453 02	5,355 33
1887.....	66	6,781	7,594	1,800 00	1,879 45	730 66	10,405 95	1,234 08	4,975 50
1892.....	69	8,142	8,480	1,950 00	2,105 00	875 76	12,043 54	1,472 41	6,127 46
1897.....	73	7,627	9,128	2,425 00	2,017 45	901 15	12,446 20	1,479 88	6,598 84
1902.....	77	8,515	9,367	2,515 00	1,877 50	1,171 80	13,171 26	1,437 18	7,188 45
1903.....	80	8,783	9,456	2,450 00	1,834 00	1,296 85	12,521 50	1,095 55	6,736 63

The County Teachers' Associations are doing excellent work, and at a trifling expenditure. In the United States it is not unusual for Teachers' Institutes to be held for a week or longer. The work attempted is, however, somewhat like what is done in our County Model Schools.

VII. PUBLIC LIBRARIES, ART SCHOOLS, SCIENTIFIC INSTITUTIONS, ETC.

The change in the Act and Regulations requiring Annual Reports from Public Libraries to be made out to the end of each calendar year, has been complied with, and proved to be very satisfactory. The present Report is from the 1st of January to the 31st of December, 1903.

The following extracts are from the Superintendent's Report :

1. Public Libraries.

Abstract showing the Counties and Districts in which Public Libraries are established :—Addington (6), Algoma (13), Brant (7), Bruce (25), Carleton (9), Dufferin (10), Dundas (8), Durham (4), Elgin (12), Essex (8), Frontenac (7), Glengarry (3), Grenville (12), Grey (21), Haliburton (2), Haldimand (11), Halton (5), Hastings (8), Huron (18), Kent (13), Lambton (15), Lanark (13), Leeds (8), Lennox (2), Lincoln (9), Manitoulin Island (4), Middlesex (14), Muskoka (6), Nipissing (4), Norfolk (6), Northumberland (8), Ontario (12), Oxford (14), Parry Sound (12), Peel (14), Perth (8), Peterborough (5), Prescott (2), Prince Edward (2), Rainy River (2), Renfrew (9), Russell (2), Stormont (8), Simcoe (19), Victoria (12), Waterloo (14), Welland (9), Wellington (17), Wentworth (9), York (23).

Abstract showing the Progress of Public Libraries from 1883 to 31st December, 1903.

Year.	Libraries reporting.	Number of members.	Number of evening classes.	Number of pupils.	Number of reading rooms.	Number of newspapers and periodicals.	Number of volumes in libraries.	Number of volumes issued.	Total receipts.	Total assets.
									\$ c.	\$ c.
1883 (April).....	93	13,672	28	1,758	59	1,540	154,093	251,920	59,716 00	225,190 00
1888 ".....	167	32,016	41	1,102	104	3,041	311,048	744,466	103,843 68	403,573 75
1893 ".....	255	84,088	41	1,117	156	4,745	510,326	1,415,867	160,556 26	685,412 17
1898 ".....	347	111,208	2	79	200	5,834	789,082	2,358,140	188,788 21	870,167 54
1899 ".....	364	121,397	2	35	200	5,839	862,047	2,547,131	193,421 20	935,975 81
1899 (December).....	371	129,713	2	47	182	5,773	918,022	2,042,904	178,642 87	966,667 38
1900 ".....	389	147,208	2	35	186	5,971	989,050	2,534,711	210,635 49	1,024,300 14
1901 ".....	415	155,361	1	19	194	6,062	1,066,117	2,668,364	225,796 29	1,080,601 71
1902.....	446	172,792	..	.....	191	6,044	1,140,392	2,738,590	246,315 29	1,151,877 04
1903.....	428	173,940	..	.....	186	5,982	1,164,573	2,534,228	240,941 13	1,269,605 22

428 Public Libraries (140 Free, 288 Not Free) reported for the year ending 31st December, 1903.

52 Public Libraries did not report for the year ending 31st December, 1903.

4 Libraries, which have not yet reported, were established in the year 1904.

2. Art Schools, Etc.

The following abstract shows the number of certificates awarded to Art Schools, Ladies' Colleges, Public and High Schools, etc., for drawing, painting, etc., at intervals since 1883 to 1904

Year.	Number of Art Schools, etc.	Primary Art Course.		Advanced Art Course.		Mechanical Art Course.		Industrial Art Course.	Extra subjects.
		Proficiency certificates.	Full teachers' certificates.	Proficiency certificates.	Full teachers' certificates.	Proficiency certificates.	Full teachers' certificates.	Proficiency certificates.	Paintings, etc.
1883.....	1	124	.....	31	.....	1	.....	.....	.....
1888.....	57	2,977	133	151	9	50	.....	24	108
1893.....	85	4,753	220	301	13	139	10	11	165
1898.....	55	3,166	149	540	18	42	.....	30	171
1899.....	62	3,993	160	499	22	75	.....	42	154
1900.....	47	3,130	130	367	17	53	.....	43	156
1901.....	57	2,548	29	413	13	70	1	31	142
1902.....	65	1,974	41	280	10	57	.....	31	151
1903.....	67	2,675	38	187	3	24	.....	24	148
1904.....	69	3,996	60	142	3	34	.....	8	130

An Order-in-Council has recently been passed that in future the Education Department is not authorized to hold examinations for Art Schools, Ladies' Colleges, etc.

3. Literary and Scientific Institutions.

These Institutions are doing good work. (See Superintendent's Report.) They have Libraries of Books relating to Arts and Science, History, etc., and several of these Institutions have Museums, which are frequently thrown open Free to the public. They give popular lectures on Science and Art, History, Literature, etc., and publish their Annual Transactions. Their chief aim is to encourage higher education among the masses, and the amount of patronage they receive is a proof that their efforts are appreciated.

GENERAL REMARKS.

I. THE REVISED REGULATIONS.

The publication of the new courses of study which are given in another part of this report constitutes the most important work of the Education Department for the year 1904. For a long time it has been felt by teachers, inspectors and other educationists that a revision of the high and public school curriculum was urgent. Many persons failed to recognize the need of that educational progress which is essential in view of the alterations which have arisen within half a century in the industrial and social relations of the people. In other countries, courses of study have been amended more frequently than in this province. This fact may be accounted for partly as a result of that centralization which has had its advantages as well as its disadvantages in Ontario.

It is well known that the main provisions of the new curriculum were before the country for a considerable time. Teachers' associations and other educational bodies discussed at various times, and at considerable length, the contemplated changes in the regulations. Much credit is due to the careful consideration of the original draft by a committee of the Ontario Educational Association. Indeed, the report of the "committee of nineteen" will be found carried out in the main. Modifications of the report were made only where expert knowledge of the conditions of the schools rendered such modifications essential. It will be found that the new curriculum opens up means for important educational development.

The new programme is set forth with a large amount of detail, and will as a consequence be very useful to teachers. Due prominence is given to subjects somewhat modern. The subjects long held as important are still retained, but nature study, art, manual training and household science receive a place in the curriculum. The obligatory subjects in the public school programme are only those which all children should take up. Specialization is, as before, relegated to the high school. It will be found that the curriculum is well suited to the conditions and probable development of the province. The preparation for citizenship is kept in view. Subjects which all pupils should understand have their proper place in the public school courses of study. In the high school the various pursuits that may be followed by students are satisfactorily recognized. The requirements for matriculation, for the non-professional examinations of teachers, and for various industrial and commercial callings, receive due recognition. Manual training, household science and art, as well as agriculture, become optional departments.

An important step in advance is that made in diminishing the number of examinations. Examinations when held by the teachers themselves have a well known value. Indeed, every good teacher holds written examinations as a regular part of his work. He is largely relieved now, however, of the evils of outside examiners. The teacher becomes more independent, and, as a result, he will have greater freedom in carrying on his work. Not less important is the greater value that will hereafter be attached to inspection. It is well worthy of note that in England where examinations have been carried much farther than in this country there has been a call for better inspection, and fewer examinations. It is felt there that the value of inspection decreases in proportion to the attention paid to examinations. Ontario may well take lessons from the experience of England.

The debate over the proper selection of studies in youth has been a long and wearisome one; but at last two propositions are to command almost universal acceptance. The first is that children and young people should study the elements of a considerable variety of subjects, such as language, mathematics, history, natural science, sanitation, and economics, not with the primary purpose of obtaining information on those subjects, but in order that they may sample several kinds of knowledge, initiate the mental processes and habits appropriate to each, and have a chance to determine wisely in what direction their own individual mental powers can be best applied. The second is that training for power of work and service should be the prime object of education throughout life no matter in what line the trained powers of the individual may be applied.

In the new programme of studies for high schools and collegiate institutes provision has been made to meet the demands of the various classes of students in and all recognized that the secondary schools of this province correspond more generally to those in the United

States than to institutions of the same kind in the different countries of Europe. There class distinctions have held sway for centuries, and, as a consequence, the children of the rich and those of the poor are usually separated by being placed in different kinds of schools. In Ontario it is the rule that the sons and daughters of the mechanic and farmer may be found in the same class room with the children of persons belonging to professional callings. Side by side may be found the boy whose father works in the factory and the one whose parents are of well known intellectual or social prominence.

As far back as 1871 the important change was made in the curriculum of the high schools which recognized that the function of these institutions was not solely to prepare matriculants for our universities. It is well known that the departure then made revolutionized the condition of secondary education in the province. The high schools by becoming adapted to the wants of various classes of pupils soon became popular, and increased legislative and municipal grants were some of the results. A very valuable work of the high schools for many years has been the preparation of candidates for the non-professional requirements for teachers' certificates. The new programme still gives prominence to the preparation for matriculation, the professions and teachers' certificates. It furnishes, however, other courses in view of the many other callings to which young people have their attention directed. Provision has been made for commerce, household science, manual training, art and agriculture. It is reasonable to expect that some of these latter courses will now receive greater attention. President Hadley, of Yale University, in discussing modern purposes of schools and colleges very well remarks, that we now try to educate "students as intellectual producers and not as intellectual consumers." As late as half a century ago, a boy's course in study was not determined by his individual aptitudes. It was determined almost entirely by his social standing and, perhaps, by his unwise aspirations. "If he belonged to the trading class, he received one sort of education; if he belonged to the military class he received another sort; if he belonged to the professional class he received a third sort." Doubtless, when free education was adopted as sound in policy in a democratic country, educators were slow to recognize the changes which such recognition must inevitably bring. It is one function of the school to give each pupil a chance to have developed his special aptitudes. To give all the same training, as was formerly required, or such as is still required for professional pursuits, is contrary to modern views of education. Hence the provision for different courses of study, and hence the more numerous opportunities that are presented for benefiting the public as well as advancing the interests of the individual.

"But the fundamental consideration to be kept in view is the necessity so to organize public Secondary Education as that it shall form a constituent part of the general provision of National Education as a whole. With this in view the Board of Education would have remembered that the base of the pyramid is the public provision of Primary Education, and that public aid on behalf of Secondary Education should be so offered as to secure that the Secondary School in being shall be found to be linked organically to the Elementary School, and be in effect more or less of a telescopic development of the educationally humbler institution below it. At the other end the scope of the Secondary School should be so directed as to cause it to dovetail easily into the institutions for Higher Education above it. In a word, whilst class prejudices cannot be put entirely out of sight they ought to have been firmly subordinated, as they have been in most of the countries

of Europe, in the States, and in our own Colonies, to the demands of a genuine democratic and broadly-based scheme of National Education.”—*The Schoolmaster*.

II. CONTINUATION CLASSES.

The success of continuation classes is now well assured. The experience of four or five years proves the wisdom of the provision made for giving ample facilities to school boards for extending the work beyond the requirements of the public school programme. The revised regulations give clearer recognition to continuation classes, while the responsibilities of the trustees are also increased. Continuation classes—at least those of the highest grade—may be regarded as simply small, secondary schools. Many of the provisions for high schools apply to continuation classes, and they are subject to similar examination requirements so far as concern the preparation of teachers. In 1903-4 the total number of continuation classes was 419; of these 68 were in Grade A, 45 in Grade B, 118 in Grade C, and 188 in Grade D. The total number of pupils enrolled was 4,598, and the number of teachers employed in continuation class work was 443. The grants for each school in these grades were : A, \$100; B, \$50; C, \$25; and D, \$10. The sum of \$200 was paid to a school in Grade A, if two teachers were employed, and \$300 if three teachers were engaged. The county council is obliged to give an equivalent. In some places county councils have, with creditable liberality gone beyond the minimum requirements. The trustees are generally anxious to employ teachers of high qualifications. In 1903-4, 20 teachers holding degrees in Arts from the universities were employed. There were 106 holding first class certificates, and 239 second class certificates. These institutions, at a comparatively small cost to the province, are doing excellent work.

III. SCHOOL LIBRARIES.

By a reference to appendix C, page 60, it will be seen that there has been further progress in the establishment of rural school libraries. The amount expended by trustees for books was \$8,195.70. This shows an increase over the previous year of \$1,306.68. In some counties the movement for the establishment of school libraries has been very marked. Much credit is due to our Public School Inspectors for the manner in which they have brought the question to the attention of trustees and teachers. The requirements of the new curriculum will give a further impetus to the establishment of libraries. There is a growing desire to train young children to read the best kind of literature. If pupils are left to themselves, or even to the guidance of their parents, the best choice of books will not always be made. A good library, if attached to an elementary school, becomes a powerful means of refining the taste, and enlarging the knowledge of the young. Rural schools especially should be furnished with suitable libraries. In country districts children very often have little literature in their homes and public libraries are not always available. The demand for the best works in Nature Study, Biography, History, Poetry, Agriculture, etc., can readily be met by a slight effort on the part of the trustees. When a start is made by an expenditure of some \$20.00 for books an outlay annually of ten dollars will soon secure a valuable library for the section. As trustees are recouped for half this expenditure by the Legislature it is safe to say no section, however poor, should be without a library.

It is not too much to say that if the children of our public schools do not crave for books there is something defective in their intelligence or in their training. An atmosphere of good literature is one of the best means of cultivating moral and intellectual habits. It would be a mistake to assume that the field of knowledge is to be occupied only by those who have had the advantages of a college or a high school. In every walk of life there may be found persons whose school age closed before the age of 14, but who acquired by a ready access to books a good general knowledge of what is best in English literature. Under democratic institutions citizens to be intelligent should have a fair knowledge of history, and of the institutions of the country. Fifty per cent. of all children leave school before the age of 12. It would be wrong to close the avenues of usefulness to every boy who is obliged to earn his living before completing the public school course. If an ardent desire for reading books is cultivated in our public schools the difficulties in the way of those who cannot secure a secondary education will be partly met. Books make people think, and those who do not think can scarcely be regarded as educated. The hope of becoming educated may be entertained by every child that will read. It is well known that many persons have been started in a useful career by reading a good book. The more the value of reading is prized the greater readiness there will be on the part of the ratepayers to place every possible advantage within the reach of the children attending our public schools.

It is unfortunate that so many people read few books other than novels. One object of a public school library is to remedy this evil so far as possible. If children are trained in our schools to have a taste for good literature they will not read fiction to excess. The choice of books is important. In the catalogue of books provided for use of trustees some careful discrimination has been made regarding the books recommended. The amended regulations give increased latitude for each inspectorate where the Inspector recommends a supplementary list for the approval of the Education Department. In this way the special demands of each locality may receive due recognition. It would never do to give full freedom in the choice of books for rural school libraries. The importunity of book agents would in itself prove an embarrassment to trustees. It is evident whatever books are purchased should be of a high order. It is encouraging to find the increased love for school work among children, which always arises when a good library is established. It is safe to say that within a very short time the province will take a front place in the number of schools in country districts furnished with libraries.

IV. TRAVELLING LIBRARIES.

In 1901 travelling libraries were established in Ontario. The purpose intended was to meet the wants of the new and sparsely settled districts in the Province. They have generally been taken advantage of by the men working in the lumber and mining camps. In such localities, which are generally at a considerable distance from village or well settled country district, public libraries are not accessible. The persons engaged in these operations would have difficulty in securing desirable reading matter. Each travelling library contains a set of fifty books. Since their establishment 37 sets have been sent out. The cases are marked A, B, C, etc. The places reached are as follows:

Michipicoten Harbor, Thessalon, French River, Gertrude Mines, Sudbury, Seguin Falls, Franks Bay, Cache Bay, Cartier, Cordova Mines, Carnarvon, Ausonia, Mowat, Gilmore, Edginton, Goulais Bay, Superior Copper

Mines, Searchmont, Boucherville, Markstay, Victoria Mines, Orrville, Ballast Pit No. 1, Creighton Mine, Gold Rock, Wabigoon, Blind River, Brennan, White Fish, Cutler, Nairn Centre, Massey Station, Bancroft, Rat Portage, Huntsville, Parry Sound, Barnesdale, Cobolt.

V. PUBLIC LIBRARIES.

The statistical tables show that the public library system of the province has been eminently successful. The total number carried on is 484, and of these 146 are reported as free. 52 public libraries did not report for the year 1903. The decrease in the number of new libraries is due to the wise amendment to the Libraries Act made during the 1903 session of the Legislature. The law previously allowed library boards to purchase books on credit. The evils arising from this privilege became apparent, and under the new provision grants from the Government are based only on cash payments for books.

The province is generous in the aid given to public libraries. The grant in each case amounts to 50 per cent. of the sum expended for books up to a maximum of \$200. It is doubtful if there is any country in the world where greater liberality is shown in aiding libraries than in Ontario. Our library system affords an excellent opportunity for development, and it may be assumed that progress in this field will be marked in the years to come.

Legislative aid to libraries, like aid for other departments of the public service, is given to encourage local effort. While the maximum grant is \$200.00 it may reasonably be expected that library boards which receive that amount have contributed more than as much from local sources. Indeed, as will be seen from the report, the total receipts in many places are three or four times as much as the legislative grant. The expenditures upon which the grants are based are not those for salaries, or rent, heating, etc., but for the purchase of books. Boards which expend money for books raised in this way to the extent of \$100.00, \$50.00 or \$20.00 will receive \$50.00, \$25.00 and \$10.00, respectively.

Compared with other countries the assistance given towards libraries in Ontario is exceedingly liberal. In Nova Scotia and New Brunswick no aid is given by the Government for the support of public libraries. These institutions are in the lower provinces maintained solely from local sources. In Ohio, Michigan and Wisconsin public libraries receive no grant from the legislature. A very trifling grant is given in Iowa. In Minnesota the maximum grant to a library is \$20.00. Perhaps New York State does as much as any other state of the union, but in no case does its grant to a public library exceed \$100.00. Public libraries in the United States are well supported, but this support comes almost entirely from local sources.

VI. FREE TEXT BOOKS.

The year 1904 marks the beginning of the free text book system for the rural schools of Ontario. Provision for free text books is the logical outcome of free schools. Free text books reduce the price because the school board can take advantage of the wholesale rates, and because the books will be better taken care of and used until worn out. An increase of attendance will follow. This is the experience of the United States, Massachusetts claiming an increase of 10 per cent., while the increased average attendance is even higher. With free text books the work may proceed promptly at

the opening of the school, whereas under individual ownership there is often delay in waiting until each child has secured the necessary books. The free text book plan trains pupils to appreciate and care for public property. Where proper rules are enforced the result seems to secure better care than the average child gives to his own property. Minnesota especially reports very favorably on this point, and for rural schools the experience in Michigan is very favorable. A better gradation and classification are possible since all pupils in the same class will be furnished the same text at the same time, and there will be no delay. Progress in education necessarily requires from time to time improved text books. The free text book plan makes the change easy when necessary. Free text books induce pupils to remain longer at school. When children have to procure their own text books they are often withdrawn because the parents cannot meet the necessary expenses. In England the free text book system has made great progress.

An optional law regarding free text books has been adopted in the following States:

Colorado, Connecticut, Iowa, Kansas, Michigan, Minnesota, Montana, New York, North Dakota, South Dakota, Ohio, Washington, Wisconsin.

In the following States the law is compulsory, and has, in many cases, followed several years' experience with the optional law:

Delaware, Maine, Massachusetts, New Hampshire, Pennsylvania, Vermont, Idaho, Maryland, Nebraska, New Jersey, Rhode Island.

As already intimated some states of the American Union, as for instance, Massachusetts, make the law compulsory on trustee boards. The law in that state, passed in 1883, briefly provides: "The school committee (trustees) of every city and town shall purchase at the expense of such city or town (town means the same as township) text books, and other school supplies used in the public schools, and said text books and supplies shall be loaned to pupils of said public schools free of charge, subject to such rules and regulations as to care and study, as the school committee may prescribe."

The late Hon. Frank A. Hill, Secretary of the State Board of Education, says: "The text books of our towns and cities are all selected by local boards. There is, of course, a considerable diversity of text books under the system. In Massachusetts individualism is so intense that probably any suggestion of State uniformity would not be received with favor."

Among the States where the law is not compulsory, but optional, New York may be especially mentioned. In the Empire State, although the law is only optional, nearly all the cities and many of the large towns provide free text books.

There is, moreover, another plan adopted, but only by California. The law there requires the state board of education to prepare a series of common school text books, to have them printed by the state printing office, to be bound at the state bindery. All mechanical execution is also under the supervision of the state superintendent of printing. The books are distributed by the county superintendents to teachers to sell them at cost to the pupils for cash and return the receipts to the county superintendents.

The policy in California has become so unpopular that its example, though often enquired into, has never been followed by any other State. The initial cost for the plant was exceedingly heavy, and much dead stock was accumulated. There has been an agitation for abolishing the system. The price of text books was found to be higher than when left to the trade. The example of California need only be mentioned as a warning to all Governments to avoid that kind of paternalism.

For years the Public Schools Act of Ontario gave school boards full power to provide free text books at the expense of the school section or municipality. Only a few cities (Toronto, Hamilton and Brantford) exercised this optional privilege. The law on the statute book was virtually the same as is to be found in such States as New York, Michigan, Minnesota, etc.

By an amendment to the Education Department Act of 1904 provision was made for aiding trustees who adopted the free text book system. The regulations, which will be found elsewhere, limit to rural schools the assistance given. This restriction can be well defended, in view of the large Government aid given to high schools, continuation classes, and technical education, which benefits urban municipalities. The mode of distributing grants for free text books is simple. Forms are sent to trustee boards and county inspectors, the latter reporting to the Education Department. As might be expected, only a few school sections availed themselves of the provisions of the new Act in 1904. In most cases trustees, before adopting the system, desire to ascertain views of ratepayers at the annual meeting which was not held until December. It may be expected that the introduction of free text books will grow in popularity from year to year.

It is worthy of note that the policy of Ontario in aiding by grants the free text book system is more liberal in these provisions than in the neighboring states. There, the municipalities pay the entire cost without any assistance from the State Legislature.

Regarding the cost of free text books the following figures from the report of the Toronto School Board will be of interest:

"The cost per pupil for text books on the basis of total enrollment, omitting kindergarten pupils, was 9c.

"The cost per pupil for text books on the basis of average monthly attendance, omitting kindergarten pupils, was 10c.

"The cost per pupil for supplies on the basis of total enrollment, omitting kindergarten pupils, was 9½c.

"The cost per pupil for supplies on the basis of average monthly attendance, omitting kindergarten pupils, was 10½c.

"The cost per pupil for both text books and supplies on the basis of average monthly attendance, omitting kindergarten pupils, was 20½c.

"The cost per pupil for text books, supplies and kindergarten material on the basis of total enrollment, was 20 1-5c.

"In the above statement the text books and supplies for night schools are charged against the day school pupils."

VII. HOME WORK.

Complaints have frequently been made to inspectors and trustees regarding the excessive amount of home work given to young children. It is a great mistake to make the school life of the child unpleasant by giving such lessons to prepare at home as will make school work itself unattractive. Before children enter the 5th form it would be safe to say the amount of home work should not ordinarily call for more than one hour's preparation, and in the case of pupils in the lower classes, much less time. On this subject the views of the more experienced teachers are very pronounced. The "Elementary School Teacher," Chicago, voices the sentiments of many persons who lament the practice not yet abandoned by many teachers of giving excessive home lessons to young children:

"In the development of our educational system the organization of the activities of the pupils in the home is rather behind that found in the best schools. This is partly because of the feeling that it is the school's func-

tion to utilize all the time of the pupil not actually needed for recreation, and partly because the modern home, for various reasons, does not always seem to be just the place where children are needed.

"The question of home work for children rests upon debatable ground. There are parents who expect the school to make the demand, and they are willing so to free the children from other duties that they may meet it. The picture of school boys and school girls of other days trudging along from school to home with a load of books indicative of tasks that must be worked out before next day; and from home to school with the same burden, but with problems that have been solved by the fireside—this picture is too vivid in the memory and imagination of most parents for them to realize easily that there may be a good school without such outside preparation.

"It would seem, however, as the present movement toward a unification of the interests of the home and school go forward that the school, directly, will furnish less rather than more home work for the children. If the school properly performs its function of giving the pupil a day filled with educative work, it is difficult to see why it ought still to pursue him into the period that he should have for recreation, or into the hours when he would better be asleep. After a business man has spent a day in his office or store; or, after a farmer has driven his plough or harvested his grain or cultivated his crops during the day, neither the one nor the other feels that he ought to have "home work" of the same kind. Even the well disciplined professional man knows that his "home work" should follow some new channels of thought, if he is to recuperate himself properly for the next day, and if he is to endure.

"There seems to be no valid objection to applying the same line of argument to the work of the children. In the course of a day, some six hours in length, a pupil will have, perhaps, some work in wood, clay-modelling, cooking, textiles, gymnastics, drawing and painting, with enough of reading, writing and arithmetic along with it all to keep every moment properly and fully employed. This is legitimate work, and there is plenty of it as long as it lasts. But after school, when the home takes hold, what then? In the past, when school was almost wholly a matter of books, the assignment of home work was easy. So many pages were set off to be read; so many problems in arithmetic to be solved; so many questions in geography to be answered—it was all beautifully definite and very easy.

"But conditions have vastly changed. There is not one home in a thousand that has any provision for enabling the pupil to carry forward any of the hand work that he is doing at school, even if it be admitted that he should do so. In reading we no longer use a single book, to be completed in a certain time by taking a fixed amount each day. The reading is from a library of books, large or small, and it is not easy for the home to provide the necessary conditions. In arithmetic the tendency is to solve problems when they arise, and the same principle applies to most of the subjects which used to be considered legitimate for home work. It is generally recognized now, also, that these subjects can be studied with much greater advantage and much more economically in the school, under the immediate direction of the teacher, than elsewhere. Most of the academic work of the pupils that can be done outside of school, therefore, is coming to be of an incidental and general character.

"It must not be inferred, though, that the school no longer demands a preparation for the duties with which it invests the children. It, indeed, requires a more delicate and refined preparation for work than ever before. This is true because its work is now carefully planned with a deeper appre-

ciation of child character and a truer insight into the essential things which develop it. The home influence was once considered sufficient if it sent the children to school able to say words and recite formulae. But everybody knows nowadays that that preparation is of the cheapest kind, in terms of human worth, and that it is the easiest possible to provide. The "home work" of the children that is most valuable to the modern school is not that which can be accomplished mainly by the mouthing of words, or the conning of pages, but rather by means analogous to those which send the merchant back refreshed to his store, the lawyer to his client, the minister to his pulpit, the farmer to his field—all rejoicing in a new day."

VIII. CONSOLIDATED SCHOOLS.

In previous reports of this department the advantages of the consolidation of rural school sections have been repeatedly mentioned. It is scarcely necessary to repeat the objects to be secured by having children attend a large central school instead of ungraded schools. A better classification of pupils and the employment of teachers of higher qualifications are at once assured by consolidation. Doubtless existing conditions, including the provision already made for school buildings, will for some time stand in the way of progress in this modern movement. It is not necessary, however, that consolidation should become general in order that its advantages in certain localities may be obtained. There are many villages and small towns which might very conveniently have enlarged central schools to accommodate the children from the urban municipality, and, in addition, those from one, two, three or more adjacent school sections. Doubtless the expense may deter trustees in many places. The advantages of consolidation are, however, so apparent that the union of school sections may be expected to make progress in future.

The generosity of Sir William Macdonald by which a consolidated school was erected near the Ontario Agricultural College at Guelph will have an educating effect upon the many farmers and others who visit that institution from time to time. Last year the Education Department provided fourteen scholarships for students attending the Macdonald Institute, and an equal number are availing themselves of the same privilege this year. The training given at the institution must serve a useful purpose in preparing a number of teachers who go forth from the institution acquainted with modern systems of school organization, and the best methods of teaching such subjects as Manual Training, Household Science and Nature Study.

IX. SUMMER SCHOOLS.

The new programme of studies gives prominence to some subjects not heretofore receiving much recognition in the public school curriculum. With a view to assist teachers in acquiring a knowledge of the best methods of taking up the new subjects, summer schools have been held during the last few years. In 1902 a school was held in the Toronto Normal School, and in 1903 one was held at London, and one near Ottawa. Last year summer schools were held at Chatham, Cobourg, and Kingston. The main purposes in view were to give instruction in manual training, household science, nature study and drawing. Specialists in the different departments were appointed and each of these schools was well attended. Much benefit was derived by students and teachers in attendance. It is not, of course, presumed that such schools should take the place of the ordinary schools for

the training of teachers. The main object is to meet new conditions, and to afford teachers some training in subjects that were not taken up at the Normal Schools except of late years. In 1905 it is intended to have summer schools at London, Ottawa and Toronto. It is found that by having these institutions at the Normal Schools there are better facilities, in view of the existing appliances to cover the work required. Schools at these places, also, can be readily reached by public school teachers.

X. TEMPERANCE AND HYGIENE.

The importance of instruction in temperance and hygiene is well known. The new regulations make some changes respecting the way in which these subjects should be taken up. It has long been felt by teachers and other educationists that temperance is a virtue which, like truthfulness, honesty, industry, etc., cannot be effectively taught by books alone. The regulations make provision for proper training in "manners and morals" throughout the whole public school course. Instruction in temperance should be given incidentally from current incidents, from lessons in literature, history, etc., and especially by the example of the teacher. Good habits are strengthened by use. Instruction in hygiene should, to a large extent, be given like other departments of nature study or elementary science. Respecting the best way of teaching physiology and hygiene, the following views set forth by Dr. A. P. Knight will be found very valuable. The remarks of Professor Knight, of Queen's University, were submitted in connection with a report of work carried on last year at the Kingston County Model School. Dr. Knight expresses himself as follows:

"The special branch of work which I selected was School Physiology and Hygiene, in reality a phase of Nature Study. The selection was made because of its practical importance. I believe firmly that the knowledge of physiology and hygiene which a child can acquire during school life will contribute vastly to the preservation of his health and to that pleasure of life which is so largely dependent upon good health.

"A little consideration soon makes it clear to a medical man that the only instruction in physiology and hygiene that can be given in the first and second classes of our public schools must be limited largely to hygiene. The rules of health as stated by the best authorities in medical science must be taught, at first, dogmatically to young children. The reason for the rules cannot be understood by pupils in Forms I. and II. because the rules preserving health are based upon a full knowledge of physiology and imply a knowledge of physics and chemistry, and along with such a knowledge of anatomy as is necessary to understand physiology.

"To understand how impossible it would be to teach hygiene in any other way than dogmatically to young children it is only necessary to glance at the curriculum of any decent medical school. A medical school requires its students to spend two years on anatomy and physiology, and only after this is hygiene and sanitary science taught. Those latter are 'final' subjects in a medical course. They cannot be fully understood without a previous foundation in physics, chemistry, anatomy and physiology, and they are, therefore, placed among the third and fourth year subjects of a medical curriculum. Obviously, it would be impossible to teach young children the laws of health by approaching the subjects as the medical student does.

"The difficulty in teaching physiology and hygiene to young children is great enough, but when the teacher is required in addition to teach the ill affects of stimulants and narcotics upon the various organs of the body, he is confronted with the difficulty of teaching another 'final' subject of the medical curriculum, namely, pathology. Every rational parent and

teacher recognizes the terrible degrading effects of the excessive use of alcohol, opium and such like drugs, and the necessity of impressing upon children the horror of becoming slaves to their use, but surely this can be done without attempting to teach children the changes which are produced in the tissues by these drugs—changes which experts themselves find it difficult if not impossible, to understand.

“Manifestly then, in teaching hygiene to young children we must just accept the best teaching of medical science as regards the care of the mind and body, express this teaching in a set of simple rules, and require young pupils to memorize them. In doing this, we can only hope that children who do not continue in school beyond the Third Form or reader, may, nevertheless, be induced, after leaving school, to practice these rules of health, just as we hope that we may observe the ordinary rules of conduct and morals.

“With pupils in the Fourth Form, and perhaps the Third Form, the case is different. Here some knowledge of anatomy and physiology may be acquired by observations of parts of animals, such as can be obtained in any butcher shop. With a little trouble on the part of the teacher, the subject can be made intensely interesting to even young children, a fact which the model school students had many opportunities of seeing for themselves.

“The very first day I met the teachers-in-training, I impressed these views upon them, and said that my course of instruction to them would be guided by these principles. As regards the teachers themselves, I soon found out that they knew very little, indeed, about physiology and hygiene. A double task, therefore, was before me. These men and women had to be taught some physiology and hygiene, and, in addition to this, they had to be instructed how to teach these subjects to young children.”

XI. NATURE STUDY.

The term “Nature Study” has, in recent years, been made to cover the study of plants, animals, minerals and the elementary work done in physics and chemistry. It also includes much that is ordinarily classed as physiology and hygiene, as well as geography. The term “Physiography” has long been used to designate certain phenomena included in geography which is, therefore, a very extensive subject, and one of very great importance in the programme of public schools.

The formation of habits of observation and the arousing of a love for nature will determine largely the character and extent of nature study. It includes in their proper place and season the observation of minerals, plants and animals as well as some of the more apparent physical forces. It would be a mistake if the efforts of pupils would stop with a knowledge merely of what is observed. The interpretation of natural phenomena is of more value than the mere observation of facts. At an early age the adaptation of parts of animals and plants to their uses will become an object of enquiry. It should, however, be recollected that while a love for nature is the primary end of Nature Study it cannot be reached by simply talking about the objects observed. Any drift of such lessons into mere sentimental reflections is of little value.

In connection with this new subject of the public school programme, the following remarks taken from a late Massachusetts report are valuable:

“Through the study of geography the pupils acquire a knowledge of the earth as the home of man. There are two elements, therefore, of this branch of study; first, nature, in making the earth suitable for human hab-

itation; and, second, the people, in making it a place in which all the activities of life are carried on. So far as possible, the pupils' knowledge of the earth should be interpreting knowledge, or knowledge by which they may understand the relations to human life of its various features, such as climate, surface, soil, etc.

"The facts acquired in nature study are closely related to the primary facts of geography; indeed, many of the facts of nature study and geography are identical. The subjects of study in these two branches should, therefore, be arranged in the course with reference to purposes of correlation; and where it is possible the relations should be made to appear as, for example, the effects of running water as a topic of nature study, and the study of relief forms as a topic of geography.

"The relations, also, of one or both of these branches to arithmetic and history should be indicated. Probably no subjects in the course will be found to be more serviceable for composition and for drawing than these. If these relations are not indicated in the course, opportunity at least should be afforded for abundant practice in expressing in writing or in drawing the facts acquired.

"In the lower grades resemblances and differences of the human structure and that of the lower animals should be objects of study, and in the higher grades the connection of the facts of anatomy and physiology with those of chemistry and physics should be made to appear. In all grades the relations of parts of the body to uses and of uses to health and strength should be shown."

Mr. J. W. Gibson, under the instruction of Professor Robertson, gave a series of valuable lessons in nature study to the students attending last year the Kingston County Model School. His views given below will be of value to all teachers of nature study:

"My recent experiences in connection with this work have convinced me of the fact that the best way to incorporate the nature study work as a part of our public school course is to begin with the teachers-in-training at the model and normal schools of the province by providing for them there a well regulated course in nature study. For some time past I have had opportunity to study the question from the teacher's standpoint and to observe teachers in their work, which leads me to say that it is difficult to find a teacher who is either competent to teach nature study or who is desirous of attempting it without having first had some special training or help in certain lines of nature study work. My recent experiences have confirmed my already strong belief in the nature study and school gardening work as one of the most potent agencies in the training of both teachers and pupils; in making accurate observations and in forming rational conclusions, in the formation of good habits and the development of a nobler manhood and purer womanhood, and in the acquiring of saner and broader views of life, of the relationship of the individual man to his fellow and to his God."

XII. SCHOOL GARDENS.

The development of the school garden idea has been rapid in other countries, and it may be assumed progress will be made in this direction in Ontario when the object aimed at is fairly understood. In a country like Canada, which depends so much upon agriculture, every reasonable effort should be made to create an interest in the farm. To the credit of Carleton the school garden movement has taken a fair hold of the community in that county. Regarding its success Inspector Cowley reports as follows:

COLLEGIATE INSTITUTES

I.—Table H.—

Collegiate Institutes.	Receipts.						
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.
	\$ c.	\$ e.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Aylmer	906 35	1,455 34	1,650 00	1,008 60	363 91	5,393 60	3,668 00
2 Barrie	a 1,148 58	1,148 58	1,300 00	1,649 00	2,244 43	7,490 59	5,720 64
3 Brantford	a 1,329 45	.....	7,900 00	2,476 90	1,023 97	12,730 32	9,000 00
4 Brockville	1,163 36	1,243 50	6,300 00	1,199 61	1,103 38	11,009 85	6,933 36
5 Chatham	a 1,319 46	.....	6,554 00	1,633 95	1,360 45	10,867 86	8,050 00
6 Clinton	963 31	1,508 45	1,770 00	902 00	81 09	5,254 76	4,441 75
7 Cobourg	ab 1,713 70	2,083 59	2,460 56	1,040 00	447 18	7,744 94	5,160 00
8 Collingwood	a 981 40	1,118 00	3,100 00	1,140 50	654 95	6,994 85	4,510 00
9 Galt	a 1,276 09	1,365 19	4,000 00	1,947 00	442 55	9,530 76	7,183 32
10 Goderich	a 1,102 12	1,300 25	2,600 00	1,260 00	2,862 57	9,124 94	5,343 60
11 Guelph	a 1,198 97	.....	5,805 24	1,215 80	476 57	8,696 58	6,490 00
12 Hamilton	ac 5,906 93	.....	12,959 97	4,205 75	244 00	23,316 65	17,162 75
13 Ingersoll	1,013 28	1,495 80	2,400 00	616 25	402 12	5,927 45	4,860 00
14 Kingston	b 2,569 18	.....	6,400 00	4,556 96	854 10	14,380 24	11,362 68
15 Lindsay	a 1,241 02	2,159 78	3,714 10	1,467 25	542 74	9,124 89	6,712 57
16 London	b 1,555 60	1,299 00	23,043 79	3,877 00	712 89	30,399 28	21,722 50
17 Morrisburg	a 1,098 45	3,396 33	2,240 77	.....	3,479 44	10,214 99	5,082 96
18 Napanee	a 1,129 46	2,700 00	2,800 00	101 00	2,014 13	8,744 59	5,279 29
19 Niagara Falls	a 1,167 26	1,387 20	4,700 00	135 55	648 94	8,038 95	5,830 00
20 Orillia	a 1,129 42	1,129 42	2,600 00	1,413 95	1,637 17	7,839 96	5,380 00
21 Ottawa	1,336 32	.....	16,010 00	10,109 60	5,418 51	32,874 33	18,205 00
22 Owen Sound	a 1,278 17	2,468 30	5,972 00	2,335 00	2,101 63	14,155 10	9,515 00
23 Perth	955 51	1,248 30	3,594 86	333 00	210 31	6,341 98	4,504 00
24 Peterborough	a 1,313 47	7,500 00	.....	2,526 75	99 00	11,435 22	8,103 20
25 Renfrew	b 1,259 76	1,522 87	2,450 00	36 75	2,195 13	7,374 51	5,010 00
26 Ridgetown	a 1,040 96	2,099 44	2,430 00	1,025 00	2,417 58	8,982 98	4,415 30
27 St. Catharines	a 1,269 97	3,687 34	6,993 37	65 00	278 63	12,204 31	7,895 98
28 St. Marys	951 74	973 66	2,475 00	974 65	329 11	5,704 16	4,476 75
29 St. Thomas	a 1,332 51	1,635 81	7,877 90	1,798 00	164 90	12,809 12	9,355 68
30 Sarnia	1,137 28	2,127 04	7,200 00	77 25	.....	10,541 57	6,966 60
31 Seaforth	a 1,018 01	1,856 66	1,900 00	1,314 65	1,735 71	7,825 03	4,632 09
32 Stratford	b 2,162 20	1,300 00	6,000 00	3,643 95	1,735 17	14,842 32	9,081 54
33 Strathroy	a 1,020 01	2,035 77	1,900 00	1,083 00	161 75	6,200 53	5,080 00
34 Toronto (Harbord)	a 1,393 15	.....	22,960 67	5,875 00	4,007 17	34,235 99	20,684 00
35 Toronto (Jameson)	a 1,371 63	.....	17,950 67	3,350 00	269 66	22,952 01	16,260 00
36 Toronto (Jarvis)	a 1,379 55	.....	17,960 66	5,559 75	353 67	25,253 63	17,642 13
37 Toronto Junction	1,023 93	789 91	4,520 00	1,752 00	339 89	8,416 73	5,820 00
38 Vankleek Hill	a 870 16	2,115 16	800 00	.....	854 90	4,549 22	3,571 61
39 Whitby	892 78	1,386 90	2,254 00	419 00	214 82	5,167 50	4,216 90
40 Windsor	1,273 92	.....	12,200 00	33 00	1,606 79	15,113 71	7,450 91
41 Woodstock	ab 2,336 95	1,572 71	4,150 00	1,838 12	272 72	10,169 60	7,300 00
Totals	56,545 45	59,621 21	251,717 56	76,025 84	46,156 54	490,066 60	330,079 08

a Grant (\$50) for Cadet Corps included.

b Grant for Technical Education included.

AND HIGH SCHOOLS.

Financial Statement.

Expenditure.						Charges per Year.
Buildings, sites and all permanent improvements.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., drawing models or equipment for physical education.	School books, stationery, prizes, fuel, examinations and other expenses.	Total expenditure.	Balances.	
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1 64 21	47 45		1,613 94	5,393 60		10.00; Res. Form I., 5.00.
2	272 65		1,327 95	7,321 25	169 34	10.00.
3	113 58		2,854 02	11,967 60	762 72	Res. 10.00; Non-res., 16.00.
4	550 00	6 00	2,007 56	9,496 92	1,512 93	F. I., 5.00; F's II., III., IV., 10.00; Co., 5.00.
5 853 45		197 14	1,767 27	10,867 86		City, 6.00; Co., 10.00; Form I., City free.
6	13 50	22 00	777 51	5,254 76		6.00; 8.00; 10.00.
7 121 96		75 23	1,686 83	7,044 02	700 92	12.00.
8 1,097 00	743 93	33 84	218 64	6,603 41	391 44	Town, 7.50; others, 10.00.
9	16 89	129 77	1,563 86	8,893 84	636 92	Co., 10.00; others, 14.00.
10	30 02	136 52	1,026 35	6,536 89	2,588 05	Res., 5.00, 7.00, 10.00; Co., 6.00, 8.00, 10.00; non-res., 8.00, 10.00, 12.00.
11	120 35	102 47	1,539 71	8,252 53	444 05	City, free; Co., 10.00; others, 20.00.
12	492 50		5,661 40	23,316 65		Res., F. I., 2.50; other F's, 10.00; non-res., 20.00.
13	161 03	82 35	821 41	5,924 79	2 66	7.50.
14	129 20	657 89	1,490 57	13,700 34	679 90	5.00 to 33.00.
15 749 77	106 78	105 40	1,450 57	9,124 89		7.50; 10.00.
16	548 60	372 59	7,401 54	30,045 23	354 05	Res., free 1st year; others, 10.00; Co., 10.00; other Cos., 30.00.
17	53 56	78 48	918 13	6,133 23	4,081 76	Free.
18 112 00	113 94	69 53	1,229 34	6,803 81	1,940 78	Co., free; others, 10.00.
19 271 63	373 80	24 64	1,538 14	8,038 16	79	Free.
20 186 05	235 31		1,328 83	7,130 14	709 72	Town, 5.00; others, 10.00.
21 9,069 38	890 18	307 08	4,402 69	32,874 33		Res., 20.00, 25.00; non-res., 45.00, 50.00.
22 67 15	684 95		1,593 63	11,860 73	2,294 37	Res., 8.00-12.00; Co., 10.00; non-res., 12.00-15.00.
23 350 10	36 24	45 74	1,177 25	6,113 53	228 63	Co., 5.00; non-res., 16.00.
24 1,100 00			1,880 38	11,083 58	351 64	F. I., 5.00; other F's, 10.00; non-res., 25.00.
25 305 58	425 87	352 44	1,166 58	7,260 47	114 04	Res., free; non-res., 15.00.
26 61 98		3 75	4,015 66	8,495 79	487 19	Town, F's II., III., IV., 6.00; others, 10.00.
27 298 53	842 37		3,153 60	12,190 48	13 83	Res., free; non-res., 16.00.
28 218 60	25 30	79 11	906 36	5,696 46	7 70	Town, 5.00; others, 10.00.
29 460 71	99 17	67 93	2,825 63	12,809 12		City, F's I. & II., free; III. & IV., 10.00; Co., 10.00; others, 30.00.
30 205 25		200 16	2,627 94	9,999 95	541 62	Free.
31 8 00	86 15	51 24	892 68	5,670 16	2,154 87	F. I., 6.00; II., 8.00; III. & IV., 10.00.
32 237 23		76 49	4,627 89	14,023 25	819 07	10.00.
33			1,050 40	6,130 40	70 13	F. I., town, free; others, 10.00.
34 5,000 00	1,699 45	123 44	6,578 57	34,085 46		F. I., free; others, 13.00 to 32.00.
35	165 71	219 01	6,532 75	23,168 47		F. I., free; others, 7.00 to 32.00.
36	344 34	236 42	6,964 81	25,187 70		F. I., free; others, 7.00 to 32.00; 6.00 extra to non-res.
37 883 63		252 29	1,427 90	8,383 82	32 91	10.00; 15.00.
38 15 00	375 11	72 30	606 14	4,640 92		Free.
39 167 66	72 97		622 25	5,078 88	88 62	H. S. D., 6.00; Co., 7.50; others, 10.00.
40 5,367 50	368 96	63 54	1,862 70	15,113 71		Free.
41 590 90	45 93	55 10	2,177 67	10,169 60		City and Co., 7.50; others, 10.00
27,851 72	10,345 89	4,282 19	95,317 05	467,885 93	22,180 67	9 free; 32 fee.

c Grant (\$4,500) for Normal College included.

pose just stated than to have all the best varieties of wild and cultivated flowers and shrubs in our school yard. And, too, if we desire to transform many of the most unattractive school-grounds into beautiful spots, special and concentrated efforts must be put forth.

"Who will be the first to carry out in a measure, if not fully, the suggestions as outlined? Who will undertake the study of nature in this most natural way? Who will make a little sacrifice of time and convenience to begin what has proved to be of such splendid educational value? You may say, 'I am leaving the school shortly, and, therefore, it will be of no personal advantage to me.' It must be remembered that the pupils stay on at school and the best way to leave the impress of your character on them is to leave a memorial in the form of a bed of tulips, daffodils, etc., which will, by their beautiful tints, the following spring, call you back to remembrance. We all like to be remembered and that for good. We are constantly sowing for other's reaping and vice versa. We leave a good Senior Fourth Class at Christmas. The following summer the pupils do well, having shown careful teaching. The work was practically done when we left. Another teacher comes in for the reaping of the reward. So it is in every department of life."

XIII. AGRICULTURE.

In a country like ours everything that has a bearing on the interests of the farming community is deserving of close attention. The tendency for persons in rural districts to migrate to urban municipalities is not confined to Ontario. It would be foolish to attribute this movement to the development of education. Economic causes have, doubtless, most to do with the inclination to leave the country, and to settle in towns and cities. The advantages of urban life are apparent, and too often its disadvantages are overlooked. The social drawbacks of country life have, doubtless, much to do with the tendency mentioned. At the same time the growth of machinery has limited the necessary occupations of the farm. The disappearance of mechanics from the "cross roads" is due mainly to the rise of the factory. When work was done by hand more persons were required to do the work of the country. There is, besides the noticeable fact that even in household occupations many duties have disappeared, which were at one time very common. Much of the sewing, knitting, etc., is now done in the factory. Conditions have thus arisen which are now well known, and which call for consideration.

It is evident that every possible step should be taken to make farm life not only attractive, but also advantageous from an economical point of view. Education cannot do everything, but it can do a great deal. For many years the importance of properly trained teachers has been recognized by the Education Department. Under the regulations long in force instruction has been given in agriculture in all the county model schools, and in the normal schools. Every teacher authorized to teach a public school has, therefore, some training in the best methods of teaching the subject. A text book in agriculture was authorized some years ago for use in the 4th and 5th forms of the public schools. This work has proved so valuable that it became an authorized text book in Wisconsin and in some other parts of the United States. For the purpose of further encouraging agriculture and horticulture, and for the purpose of increasing the attractiveness of rural schools, regulations were framed a year ago for the establishment of school gardens. Every rural school board which provides a school garden is entitled to an initial grant of \$100, and a subsequent annual

grant of \$10. The establishment of libraries in rural schools has been another marked feature of the policy of the Education Department. A carefully prepared catalogue giving books recommended has been distributed among the trustees of various school sections. The list embraces most of the latest works in nature study, agriculture, history, biography, travel, poetry and citizenship. Up to a maximum of \$20.00 the Government gives one-half the amount expended each year for books. The recent amendment to the Education Department Act provides for free text books aided by the Legislature. Grants to the extent of 50 per cent. of the amount expended for certain text books in rural schools will hereafter be given. In these several provisions as enumerated it will be seen that the policy of the Education Department has had specially in view the needs of the farming community.

The new courses of study to be found elsewhere will show the wise provisions made for a school programme valuable to agriculturalists. It is well known that practical farming cannot to any great extent be taught to young pupils. A more intelligent interest, however, in the processes of agriculture may be communicated and some liking for country life may be promoted. The revised courses of study give special prominence to elementary science, which lies at the basis of the study of agriculture. Nature study which embraces a great deal has received its proper place. Such subjects as animal life, the care of domestic animals, the characteristics of plants, and the caring for plants, and economic fruits receive considerable notice. The various operations of seeding, and harvesting, with the effects of climate, have a proper place in the curriculum. As the pupil advances more attention is given to the functions of plants, the care of animals, the culture of farm and garden crops, and various natural phenomena. The special courses of study for high schools constitute new, but valuable features of the curriculum for secondary education. The courses are two in number.

XIV. INSPECTION.

It was in 1871 that provision was made in Ontario for county inspectors. Previously in most places there was an inspector for each township. The change to a system of county officers resulted in a revolution in educational affairs. For over thirty years the public schools in nearly every part of Ontario have made much progress in various directions largely in consequence of the improved system of inspection. The amendment made during the last session of the Legislature by which the salaries of inspectors were increased was a just recognition of claims repeatedly made on behalf of a worthy class of educational officials. It will be remembered that the cost of living has very much advanced since county inspectors were first appointed. The qualifications also have been wisely raised. To receive an inspector's certificate now demands that the candidate must have an honor degree from a university, have taken one year's course at the Normal College and must have secured standing as a specialist. He must, besides, have had at least five years' experience as a teacher, three of which must be gained in public school work. It follows, therefore, that no one can be appointed an inspector who has not only the highest certificate of academic and professional qualification, but also who is by experience acquainted with elementary school work.

It would be a mistake to suppose that an inspector's duties have to do only with the formal inspection of schools. To be a useful officer he must be an educationist in the best sense of the term. He must be an enthusiast

in advancing the standing of the teachers in his county, in establishing school libraries, and in promoting interest in schools, among trustees and other ratepayers. His duties should not be regarded simply as those of a detective, but rather as one whose visits to the schools and addresses on education have an inspiring influence in every section of the county.

Much could be said in favor of having our inspectors appointed by the Lieutenant-Governor in Council and thus freeing them from local influences which, sometimes, interfere with their usefulness. It is doubtful, however, whether such a step towards centralization would be viewed favorably. The amended Act referred to increases the remuneration of inspectors. A great deal could be said in advance of having a fixed salary for these officers. "So much per school" is objectionable as a mode of payment. The inspector should give all his time to his duties, visiting schools not simply twice in the year, but three or four times, if the number under his supervision and their needs call for such visits. It is possible our system of examinations has too often stood in the way of healthy inspection. Regarding the relative values of inspection and examination the following opinions taken from an English educational paper are worthy of note :

"That the inspector has risen to a proper sense of his duty under the system is true. In a letter from one of the officers of the National Union of Teachers, England, to the Secretary of the Public School Teachers' Association of New South Wales, it is stated, corroborative of the above, that 'the relations between teachers and inspectors have undergone a complete revolution.' Under the examination system, public school teachers in England were often the victims of inspector's caprice, and a bad report on the day of examination meant something serious for the unfortunate teacher. 'Now,' says the same writer, 'if an assistant is not working properly it becomes the duty of the head teacher to report to the teacher's employers, whose duty it is to remove that teacher if he cannot be brought up to the mark. We find that if a teacher is so reported upon, and so removed, it occurs only after careful investigation and observation, and every opportunity is given to the teacher to improve. Under the old system teachers not infrequently were adversely reported upon, sometimes dismissed, not because their work was unsatisfactory during the year, but because the children were nervous on the examination day, or the inspector was out of touch with his work on that particular occasion.'

"The head teacher of the suburban school already referred to, since gone to his long rest, would have in his day seriously resented any attempt to return to examination as indicating an imputation on his honour or a belief that he was incompetent to manage his school. The mistress of the infants in the same school stated that the Government inspectors listened to the teaching, and observed the methods of instruction in carrying on the ordinary work according to timetable, but conducted no systematic examination, and that the board inspectors neither inspected nor examined, but were chiefly employed in making enquiry into matters of organization noted by the Government inspectors."

Extract from an article, "Inspection versus Examination," in Teachers' Times, London, April 17, 1903 :

"The threatened relapse into examination from healthy inspection is a subject that disturbs the teacher's peace of mind. What, however, is likely to be the effect upon the children of our schools?

"Though examination of attainments is indispensable in promoting children from class to class, it can only be done satisfactorily by one who knows the children intimately. The mind of a little child is complex, and

its growth cannot be estimated by a rough and ready scale. An outsider cannot adequately test this growth and progress; only a teacher can do that.

"The value of an outsider lies in the fact that he is, or should be, a judge of school method, and because he is in a position to compare the machinery in different schools. Teachers are isolated in their work, for there are really no practical opportunities for seeing other schools at work, consequently, there is a danger in monotony—that fatal danger—in method.

"An inspector, if he knows his work, can act as the carrier of good methods and the destroyer of inferior methods. He can develop his schools in proper directions and eliminate any tendency to go on wrong tracks. By judicious suggestions he can often give invaluable help to grateful teachers.

"Inspection, as opposed to examinations, is really a question of point of view. To those who think that all school work aims at making a child self-reliant, self-controlled, and eager to learn, inspection of methods and its effect on the pupil is best. To those who judge school and teachers' work by the intrinsic results of a test paper worked by the pupils, examination is a fetish.

"If examinations were conducted in a less rigid manner, the system would lose many of its faults. 'There is no such thing as an average child.' A child that can work four sums correctly, together with a child who cannot work any, are not equal to two pupils with two right each. Every teacher knows that, and yet rigid examination treats them as if they were. If any examiner tried to find out what children did know, instead of endeavoring to discover what was not learned, it would be better. Unfortunately, many of the old annual examinations resolved themselves into trials of strength between the examiners and the ingenuity of the teachers in cramming their poor little charges with the latest tricks of answering, and the favorite idiosyncracies of the inspector. The pitch of excellence required by individual examinations wasted the time which might have been given to mental improvement on useless parrot knowledge.

"The children could not find out things for themselves, time pressed, and very often rule of thumb methods were adopted, for, whatever happened, three sums out of four must be worked correctly.

"The very children, backward children, who need careful training in growth of mental power, and with whom all lessons should aim more at improvement of mind than ability to pass tests, are the pupils whom the new regulations propose to examine. The brighter scholars are the only pupils who can spare the time to undergo the tests.

"If a teacher does his work well, there is more real skill and industry to be expended under the inspection regime than under examination. Any coach can prepare for the latter, but it takes an educator, alert, sympathetic, and energetic for the former system. Any teacher who has relaxed his efforts under the new conditions has failed grievously towards his pupils, his fellow teachers, and himself.

"In accuracy and neatness of work there is very little difference between now and the examination period. But the difference, which was an artificial inflation, represents no worrying of the poor dunces, but kindly helpful teaching, no intolerable strain for the teacher, and a magnificent step towards true education in the primary school."

A member of "The Mosely Commission" says:—"To quote President Roosevelt, 'America has the advantages in a broader and sounder base of general education, but in England there are loftier pinnacles of individual

attainment.' The difference is due to difference of aim, and this again to difference of external conditions. Our schools are dominated by outside examinations, and organized for the winning of certificates and scholarships. The public judges their success by the number they win; the masters knowing that this is the test on which their professional reputation depends, are forced in self-defence to concentrate their attention on the picked pupils, and to keep up the pace in class work which will give their powers full scope. While the ultimate goal is still far off, a more immediate stimulus is supplied in the class prize. The ordinary pupil thus finds the work proceed at a rate with which he cannot keep up, while the prize the immediate goal of ambition, he knows to be utterly beyond his reach, however hard he works. Naturally he soon gives up the struggle, and resigns himself to the conviction that headwork is not for such as him. From this incubus the American schools are remarkably free. Everywhere there is State or university control, but it takes the form of inspection rather than of examination. There are few scholarships; indeed, the need of them is little felt; the high school course is free, and at the universities a healthy social tone combined, in many cases, with an extended summer vacation, makes it customary for the poor student to earn enough before the session begins to pay his way through it. Where scholarships do exist, they are usually awarded without examination. Thus, at Harvard and Yale, the award is on enquiry; at Michigan and Chicago scholarships are attached to the accredited high schools of the university district either (as within the City of Chicago) one to each school, or a number to a group of schools, but in the latter case they are awarded in rotation, and there is no inter-school competition. In a few cases the award is on examination, but in most either on enquiry by the university faculty or on recommendation by the high school Principal.

"Add to this freedom from the pressure of external competition an almost complete absence of class prizes and all the machinery of class competition, and it is not difficult to understand why the pupil of moderate abilities follows the class work with so much more interest in America than he does in England. The aim of the American school is the education of all; that of the English, the instruction of the few."

Sir John Gorst, M.P., writes: "I greatly regretted the relapse of the London School Board into the primitive plan of examination as a test of schools and school work. The consequence of such a system is that children cease to be educated, and instead are only prepared for examinations. To test either the character of the school, or the ability and industry of the teacher by such a method, is, in my judgment, a most unwise step, disastrous to real education."

Mr. Oscar Browning, M. A., Principal of the Day Training College, Cambridge, writes: "I am of opinion that the introduction of inspection instead of individual examination in the estimate of school efficiency was a great improvement, and I should regard any return to the old system as a retrograde step."

Dr. Waller, Westminster Training College, writes: "The effects of the system generally were most disastrous involving the worst forms of over-pressure. The tone, the activity, and ideal happiness of school life were lowered. The attention was concentrated on bringing up every child to the minimum standard demanded. School life became irksome, and learning was abandoned as soon as the scholar left school. Many of the ablest teachers abandoned the profession in sorrow and disgust. Their ideals had vanished. They objected to become mere 'Code grinders.'"

An English Inspector in one of his late reports says: "The old examination stimulus has been withdrawn, and the teachers are not yet able

to make the best possible use of the liberty that has been given them. It is probable that the schools, taken as a whole, are neither as efficient as they were two or three years ago nor as they will be two or three years hence. But this is not a matter of great importance; what is of importance is the growing tendency in elementary, as in every other grade of education, to do everything for the pupil, to coddle him, to spoon-feed him, to tie him to his nurse's apron and to keep him in leading strings, to direct his studies for him, to arrange his amusements for him, to fill up his leisure for him, in short, to do everything for him except what is of all things most truly educational, viz., to leave him to his own devices, and throw him upon his own resources.....If we do not do for a pupil what he ought to do for himself, we certainly hold his hands for him while he is doing it."

XV.—WOMEN TEACHERS.

As will be seen from table 3 of Public Schools, page IX, the total number of teachers employed in the Public Schools in 1903 was 9,456, of whom 7,296 were women. The percentage of men in the profession is steadily declining. In 1867 the percentage of men was 58.26. In 1877, 46.69; in 1897, 30.5, and in 1903, 22.84. The conditions and causes are worthy of thought. Several members of the Mosely Commission who visited the United States in 1903 called attention, and in most instances disapprovingly, to the preponderance of women teachers. The situation on the other side is pretty well known. As regards the elementary schools, "the passing of the schoolmaster" has long been noticed. If the tendency were confined to the lower classes of the Public Schools, it might not be regarded as a disadvantage. In the United States the number of men teachers employed in the High Schools has decreased relatively from year to year. Fortunately for Ontario matters are not so bad. In our High Schools and Collegiate Institutes the proportion of women teachers has not become so great as to cause much alarm. It is to be regretted, however, that in many urban schools there has been too great a disposition to employ, even for the more advanced pupils, women teachers. Frequently one will hear it said that the work of the woman is as good in the school as that of the man. Doubtless those who use this line of argument regard the school as simply a means not of training but of receiving knowledge. If passing pupils at examinations were the measure of a teacher's success, it may be difficult to meet the argument advanced. Character building is the main object the teacher should have in view in instructing his pupils. It is unreasonable to think that for large boys a woman is as competent as a man. The trouble arises from false views of economy. If proper discipline is to be exercised, that force of character which a well trained male teacher should possess, is essential.

In our High Schools and Collegiate Institutes there should be some lady teachers in view of the large number of girls attending those institutions. It is doubtful, however, if there should be in a High School more than one woman teacher for every two men. Boys in the higher classes of graded public schools should be taught by men. It would be well, also, if in a country school having two teachers the principal were a man. Some persons deplore the departure of the "schoolmaster" in rural districts. It should be recollected, however, that in nearly all country schools the pupils are young children where a woman is better fitted to have charge of them. No longer do young men as formerly attend country schools. Young men living in the country should already be at their life's work, unless prosecuting their studies which would find them in the high school or college.

The entire question is one of importance in view of the formation of character. If trustees are willing to give proper salaries, the difficulty will be readily met.

The following opinion from an English educationist, Hon. R. B. Haldane, M. P., will be of interest:—"Germany errs on one side of this subject, and the United States appear to err on another. A striking feature in the report of the Mosely Commission on American education is the testimony of the witnesses as to the undue extent to which women have become the teachers of young men in the United States. 'In both secondary and elementary schools 'teacher' has almost become feminine, and in the newer universities large numbers of women are to be found among the teachers. While it is undoubtedly a good thing to have women teachers in the ranks of the profession, and while, as one parent put it, 'it is better to have one's children taught by first-rate women than by fourth or fifth-rate men', it cannot be desirable, at least in the higher branches of education, that the number of women should preponderate over the number of men. It cannot, for instance, contribute to the virility of a nation for a large number of boys to be taught and guided almost entirely up to the age of eighteen by women, as is the case in some of the States.' Now the problem which has arisen in America is on its way to become a practical one here. The local authorities are experiencing increasing difficulty in obtaining competent male teachers. This has been notably an experience of the educational authority in London. There is probably a general increase in the tendency to employ women to teach boys. It has not yet gone far with us, and it is probably legitimate and desirable so far as the elementary school is concerned. But we have to steer between the Charybdis of the United States on the one hand, and the Scylla of Germany on the other—at all events, if certain elements in the formation of character are to be developed in our general educational system. And the elements in question are not only those which are concerned with the courage which is half physical and the daring spirit of the ruler of men. The duty and spirit of citizenship is more and more becoming recognized as something the sense of which can be imparted early. Here again the man seems to be the true teacher of the man. I am far from underrating the fine influence which women may exercise: but in the school, as in the church, the leader who is most likely to influence and mould the youth into accepting him as a leader (and teachers ought to lead their pupils) is the man."

Superintendent Wm. H. Maxwell, of Greater New York, thus expresses himself:—"Attention has recently been attracted by the report of the Mosely Commission to what has been called the feminization of American schools, because the great majority of public school teachers are women. It was an economic reason, in the first instance—the fact that women work for smaller wages than men—that led to the present preponderance of the feminine element in the teaching force. It is more than doubtful, however, whether American schools and American education have deteriorated in consequence. It is quite certain that the refined woman of to-day who has been thoroughly trained is a much better teacher than the coarse, ignorant, pedantic schoolmaster of fifty years ago, who excited no feeling but contempt, hatred or terror in the breasts of his pupils. We all believe in the salutary influence of the masculine mind in teaching, particularly in the case of older pupils, but we also believe that the influence of a strong woman is better than that of a weak man; and that a woman teacher of ability who is devoting her life to educational work is apt to be a better teacher than the male fledgling who takes up teaching as a makeshift, and whose mind is set, not upon education as a career, but upon law or medicine. In short, to increase the efficiency of the public school teaching force

by increasing the number of efficient men teachers—men who would devote their lives to the work—would involve a largely increased expenditure of money, in order to induce such men to make teaching their life work.”

XVI.—FUNCTIONS OF THE SCHOOL.

The main function of the school is not to furnish knowledge, or to lead pupils to acquire knowledge themselves. Information is valuable only when it has developed strength and formed character. To train children that they may become good citizens is the chief duty of the teacher. In securing this object the personality of the one who trains is of the first importance. Fortunately the teachers of our high and public schools are in most cases men and women of high character. Professional ability is, however, needed and this calls for no small amount of academic attainments, as well as systematic training in the best methods of the teacher's art. It is a wrong impression to suppose that a narrow curriculum will serve the purpose of the ordinary child. To know how to take his part in industrial or commercial pursuits demands training in a variety of subjects. In a democratic community young men should know how the country is governed. They should be trained in the best habits and taught to prefer the right and to reject the wrong. A well conducted school is a powerful agency in preparing boys and girls to take their part in life's battles. The wisdom of school expenditure can be best determined by its results. The problem of education is not a simple one. Indeed the science of education is in many respects still in a state of evolution. If improvements are to be made, they can come only from careful observation by educational experts, and with liberality on the part of those who contribute to the support of school or college.

Mr. Rathbone, a member of the Mosely Commission, says of the schools of the United States :—

“The problem which the American educators seem to me to be attempting to solve is, how to give the children those qualities which will make them good citizens and competent workers, men and women who will be resourceful, self-reliant, and adaptable, who will be able to observe accurately, record their observations correctly, compare, group, and infer justly from them, and express cogently the results of these mental observations. They desire, no doubt, that in addition to these qualities and others that might be mentioned, the children should have sufficient knowledge to enable them to deal effectively with the problems which they will have to face in after life, but it is the qualities and not the knowledge to which they appear to attach the most importance. What the boys and girls are, not what they know, when they leave school appears in their consideration to be of the first importance. It is useless they say to teach children to read if you do not also teach them why and what to read, and if, when they leave school they have no desire to read anything of an improving character. They desire of course that the boy shall have the knowledge as well as the qualities, and they hope, no doubt, before long to be able to so alter their teaching methods as to effect both objects, but in the meantime they think it is better to concentrate all their efforts on the formation of character, even if in so doing they may give but little knowledge, as when a child leaves school, if he has been rightly trained, he will soon acquire most, if not all, of the knowledge needful to him. I do not think it can be doubted that no small measure of success has attended the efforts of American educators to attain this end.”

The importance of training is also set forth in the introduction to the new school code for the English schools:—

are apt to be so absorbed in the routine work of carrying on the Government and managing the party interests, that they have no time either for thorough research or for invention. Under present conditions, neither expert knowledge nor intellectual leadership can reasonably be expected of them. Democracies will not be safe until the population has learned that governmental affairs must be conducted on the same principles on which successful private and corporate business is conducted; and therefore it should be one of the principal objects of democratic education so to train the minds of the children, that when they become adult they shall have within their own experience the grounds of respect for the attainments of experts in every branch of governmental, industrial, and social activity, and of confidence in their advice."

Dr. Draper, the newly appointed Commissioner of the State of New York, says:—"If the department is to be an uplifting and aggressive force in the educational activities of the State, its time and productive energies cannot be occupied almost exclusively with routine, or with questions and difficulties arising out of routine. If the teachers of New York are to advance in professional enthusiasm and in teaching power, they must be trusted more, encouraged to exercise larger independence, and left to more of their own resources concerning the relations of teaching and examining. If the examinations are to be just to the children of the State, they must consume less time, they must bind thought less and leave nature's inclinations more latitude, and the papers must be more deliberately rated by men and women of wider experience and outlook. If the educational system is to be of real advantage to the people, it must be within the comprehension of men and women who are ordinarily intelligent and would like to understand it."

A couple of years ago an important commission was appointed by the Government of New South Wales to examine into the educational features of the leading countries of Europe and America. The commissioners visited Great Britain, France, Germany, Sweden, Italy, the United States, Canada, and some other countries. The report issued is a very comprehensive one, and the views entertained regarding the question of the best method of administering educational affairs are very suggestive. Regarding the direction of education by the Government the following opinions are expressed:—"Under any scheme of Government the political policy and general aim of a Department of Public Instruction must necessarily devolve upon a Minister acting under the authority of Parliament. Education is, however, so special a subject that no Minister would claim to be an expert therein, and therefore a comprehensive educational scheme for any State needs to be shaped as regards its general technique and details by a well directed and far sighted policy of development. This must proceed from some individual having a commanding knowledge of modern education, and of modern educational method. In the nature of things a Minister cannot devote sufficient time to become an educational expert of the highest order himself, nor is that his appropriate function, either here or elsewhere, so that although the Minister must ever control the great questions of departmental policy which represent the decisions of the State as regards the whole issue, the realization of the educational system requires that the chief administrator shall be really director of education. The direction must necessarily aim at the perpetual embodiment of such advances and improvement of method as the total experience of mankind shews to be necessary and must be that of an expert who thoroughly understands the educational systems of the world, and the special needs of our own territory. An educational system cannot be a patchwork production, it must

have organic unity if we are ever to have education equal to that of the greater countries of Europe."

The value of expert knowledge in school matters so long advocated in the United States is set forth in the following resolution passed at the National Educational Association of the United States last summer:—"We would direct attention, therefore, to the necessity for a supervisor of ability and tact for every town, city, county, and state system of public schools. Not only are leaders needed in this position who can appreciate and stimulate the best professional work, but qualities of popular leadership are also demanded to the end that all classes of people may be so aroused that every future citizen of the Republic may have the very best opportunities for training in social and civic efficiency."

In the last report of the Superintendent of Education for the Province of Nova Scotia, the following language indicates the same need in all departments of education for trustees, municipal councils and other public bodies guiding their actions by the opinions of experts:—"Every school section, according to law, must have one expert head, a duly licensed teacher who may be known as the principal, or when there are so many schools that his time is taken up mainly with supervision instead of teaching, as the supervisor. It was found to be necessary for the purpose of properly co-ordinating the work in the several departments, and especially for the purpose of unifying the statistics of the school section in the "returns" to the Education Department.

"This principal or supervisor is also made the official adviser of the school board, and is expected to be present at all ordinary meetings of the board as the representative of the teachers for the purpose of giving information to the board, and so that he may fully understand its policy and and thus be better able to direct the teachers under his supervision. The members of the school board should be careful on the other hand to obtain the views of the principal on all school matters; for no matter how intelligent they may be in their own business affairs, they cannot be expected to understand fully many things to which the teacher only can be alive. After having all the information and advice which the principal can give, the members of the school board then have the right to decide according to their own judgment what shall be done. The principal has no vote, merely an opportunity for giving information and discussing the bearings of any proposed action. When a school board does not feel like inviting the principal to be present with them for the mutual consideration of affairs coming within the purview of Regulation 23, the logical course is to get another principal. Otherwise an appeal against their decisions may be effectively made."

It is well known in Ontario that the best managed collegiate institutes and high schools are those where the school boards secure the appointment of principals of good administrative ability, and act upon their advice in all matters pertaining to the selection of assistant teachers, and any other question of general administration for which expert knowledge is essential. In rural districts as well as in urban municipalities the judgment of the public school inspector is closely followed by trustee boards, and other local authorities that have to do with education. It would be difficult to over-estimate the value to our high and public schools of the knowledge, discretion and enthusiasm displayed by inspectors and principals.

XVIII.—TEACHERS' CERTIFICATES.

To supply our schools with teachers well qualified is always one of our most perplexing problems. Circumstances have made the question a serious one for Ontario. There is at present a greater dearth of teachers of

APPENDICES.

APPENDIX A.—STATISTICAL TABLES.

THE PUBLIC SCHOOLS.

I.—Table A.—School Population, Attendance, etc.

Counties, (including incorporated villages but not cities or towns) etc.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
1 Brant	3,778	7	3,056	1	3,064	1,620	1,444	1,653	54
2 Bruce	13,153	18	10,445	5	10,468	5,398	5,070	5,825	56
3 Carleton	8,468	54	6,637	4	6,695	3,525	3,170	3,433	51
4 Dufferin	4,985	23	4,443	5	4,471	2,299	2,172	2,025	45
5 Dundas	5,308	25	4,226	1	4,251	2,185	2,066	2,383	56
6 Durham	5,099	10	4,431	1	4,442	2,248	2,194	2,415	54
7 Elgin	6,735	12	5,796	1	5,808	3,013	2,795	2,733	47
8 Essex	10,291	17	6,425	2	6,444	3,300	3,144	3,174	49
9 Frontenac	7,048	47	5,539	1	5,588	2,902	2,686	2,421	43
10 Glengarry	4,300	26	3,754	1	3,781	1,933	1,848	1,781	44
11 Grey	15,342	82	12,760	10	12,852	6,638	6,214	6,400	49
12 Halimand	4,856	10	3,633	1	3,643	1,909	1,734	2,265	62
13 Haliburton, N.E. Muskoka, S. Nipissing & E. Parry Sound	5,764	26	4,937	1	4,963	2,536	2,427	2,179	44
14 Halton	4,416	1	3,278	2	3,280	1,696	1,584	1,765	53
15 Hastings	12,147	44	8,741	4	8,789	4,507	4,282	4,408	50
16 Huron	13,895	10	10,017	4	10,031	5,238	4,793	5,787	57
17 Kent	9,541	19	7,909	1	7,929	4,129	3,800	4,089	51
18 Lambton	11,119	8	9,130	1	9,139	4,819	4,320	5,221	57
19 Lanark	5,741	17	4,270	2	4,287	2,170	2,117	2,483	58
20 Leeds and Grenville	10,451	39	8,732	2	8,773	4,485	4,288	4,691	53
21 Lennox and Addington	5,112	1	4,163	2	4,166	2,168	1,998	2,200	52
22 Lincoln	3,994	15	3,635	1	3,650	1,927	1,723	1,952	53
23 Middlesex	11,417	9	8,771	1	8,781	4,541	4,240	5,121	58
24 Norfolk	*7,027	24	5,406	2	5,432	2,760	2,672	2,870	53
25 Northumberland	7,044	6	5,657	1	5,663	2,933	2,730	3,091	55
26 Ontario	7,851	8	6,737	2	6,747	3,560	3,187	3,573	53
27 Oxford	8,700	1	6,729	2	6,731	3,570	3,161	3,706	55
28 Peel	4,965	1	3,764	1	3,764	2,024	1,740	1,866	50
29 Perth	8,540	18	6,188	1	6,207	3,277	2,930	3,815	61
30 Peterborough	6,508	21	5,105	1	5,126	2,645	2,481	2,448	48
31 Prescott and Russell	11,993	28	5,141	4	5,173	2,587	2,586	2,523	49
32 Prince Edward	*3,245	20	2,628	2	2,650	1,359	1,291	1,408	53
33 Renfrew	10,776	23	7,415	2	7,440	3,809	3,631	3,837	55
34 Simcoe and W. Muskoka	17,522	23	14,952	11	14,986	7,868	7,118	7,732	52
35 Stormont	4,982	33	3,942	1	3,976	2,090	1,886	2,033	51
36 Waterloo	8,284	38	6,768	5	6,811	3,536	3,275	3,268	48
37 Welland	7,471	7	5,479	2	5,488	2,967	2,521	3,414	62
39 Wellington	6,303	13	5,157	1	5,171	2,661	2,510	2,654	51
40 Victoria and S. E. Muskoka	11,153	31	7,888	1	7,920	4,175	3,745	4,420	56
41 Wentworth	5,405	12	4,697	1	4,709	2,480	2,229	2,507	53
42 York	13,696	15	11,284	1	11,300	6,010	5,290	5,873	52
42 Rainy River and Thunder Bay Districts	2,181	...	1,775	...	1,775	893	882	736	41
43 Algoma and Manitoulin	7,276	34	6,032	6	6,072	3,066	3,006	2,889	47
44 N. Nipissing, etc., and W. Parry Sound	*8,087	32	5,385	4	5,421	2,709	2,712	2,352	43
45 Moose Fort	30	...	19	...	19	9	10	9	47
Totals	351,999	905	272,876	95	273,876	142,174	131,702	142,917	52
1 Belleville	2,142	...	1,299	...	1,299	667	632	834	64
2 Brantford	3,693	...	2,562	...	2,562	1,290	1,272	1,877	73
3 Chatham	2,550	...	1,543	...	1,543	771	772	987	64
4 Guelph	3,320	...	1,702	...	1,702	855	847	1,229	72
5 Hamilton	14,334	...	8,114	...	8,114	4,142	3,972	5,953	73
6 Kingston	5,674	...	2,374	...	2,374	1,175	1,199	1,912	80
7 London	9,561	...	4,898	...	4,898	2,837	2,838	4,040	71
8 Ottawa	16,747	...	1,459	...	1,459	2,509	2,389	3,406	70
9 St. Catharines	2,960	...	1,934	...	1,934	689	770	1,020	70
10 St. Thomas	3,921	...	1,934	...	1,934	947	987	1,361	70
11 Stratford	2,689	...	1,494	...	1,494	789	705	1,044	70
12 Toronto	53,487	...	29,744	2	29,746	14,843	14,903	20,914	70
13 Windsor	3,974	...	1,721	...	1,721	865	856	1,262	73
14 Woodstock	2,095	...	1,592	...	1,592	795	797	1,141	72
Totals	127,183	...	66,111	2	66,113	33,174	32,939	46,980	71

*Estimated.

+ E.

THE PUBLIC SCHOOLS.—Continued.

I.—Table A.—School Population, Attendance, etc.—Continued.

Towns.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending School.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
1 Alexandria	531		84		84	45	39	45	53
2 Alliston	460		400	2	402	202	200	221	55
3 Almonte	371		394		394	194	200	274	69
4 Amherstburg	606		291		291	153	138	185	63
5 Arnprior	907		577		577	274	303	405	70
6 Aurora	476		374		374	175	199	248	66
7 Aylmer	555		419		419	198	221	282	67
8 Barrie	2,147		1,091		1,091	549	542	605	55
9 Berlin	2,980		1,504		1,504	774	730	1,133	75
10 Blenheim	564		394		394	214	180	268	68
11 Bothwell	237		209		210	123	87	130	82
12 Bowmanville	621		470	1	470	246	224	329	70
13 Bracebridge	1,050		807		807	397	410	397	49
14 Brampton	900		515		515	269	246	383	74
15 Brookville	2,489		1,244		1,244	611	633	396	72
16 Bruce Mines	217		238		238	140	128	144	60
17 Cache Bay	275		196		196	90	106	95	48
18 Carleton Place	1,300		902		902	456	446	623	69
19 Clinton	534		431		431	231	200	303	70
20 Cobourg	1,916		544		544	279	265	371	69
21 Collingwood	1,895		1,471		1,471	725	746	371	66
22 Copper Cliff	413		352		352	168	184	212	60
23 Cornwall	1,869		652		652	345	307	478	73
24 Deseronto	960		655		655	335	320	458	70
25 Dresden	450		427		427	197	231	278	65
26 Dundas	423		563		563	272	291	293	52
27 Dunnville	560		478		478	230	248	263	55
28 Durham	460		446		450	188	262	273	61
29 East Toronto	*914		703	4	703	364	339	435	62
30 Essex	366	1	357		359	174	185	207	57
31 Forest	384		304	1	304	129	175	208	68
32 Fort Frances	250		193		193	96	97	94	49
33 Fort William	930		716		716	368	348	401	57
34 Galt	1,637		1,325		1,325	642	683	857	65
35 Gananoque	1,217		758		758	402	356	491	65
36 Goderich	1,020		598		598	283	315	401	67
37 Gore Bay	363	2	276		278	135	143	152	55
38 Gravenhurst	630		603		606	312	294	376	62
39 Harriston	586	2	332		334	180	154	196	59
40 Hawkesbury	1,229		139		139	83	56	87	62
41 Hespeler	671		503		503	256	247	330	66
42 Huntsville	677		601		601	317	284	395	66
43 Ingersoll	1,408		785		785	390	395	491	63
44 Kincardine	572		458		458	217	241	242	53
45 Kingsville	487		403		403	203	200	250	64
46 Leamington	693		496		496	254	242	293	59
47 Lindsay	1,841		1,117		1,117	555	562	800	71
48 Listowel	620		539		539	277	262	361	67
49 Little Current	340		331		331	161	170	149	45
50 Mattawa	*461		77		77	40	37	41	53
51 Meaford	509		409		409	193	216	277	68
52 Midland	1,200		971		971	471	500	543	56
53 Milton	470		383		383	193	190	271	71
54 Mitchell	702		369		369	179	190	261	71
55 Mount Forest	523		425		425	236	189	280	66
56 Napanee	620		549		549	252	297	335	61
57 New Liskeard	*364		280		280	146	134	123	44
58 Newmarket	602		434		434	222	212	287	66
59 Niagara	167		240		240	125	115	127	52
60 Niagara Falls	*1,172		745		745	398	347	478	65
61 North Bay	902		564		564	277	287	324	57
62 North Toronto	539		525		525	261	264	328	62
63 Oakville	460	3	343		346	177	169	218	63
64 Orangeville	980		542		542	245	297	365	67
65 Orillia	1,638		967		967	479	488	663	68
66 Oshawa	1,201		777		777	371	406	526	67
67 Owen Sound	2,429		1,740		1,740	825	915	1,202	69
68 Palmerston	*501		385		385	206	179	239	62
69 Par's	916		495		495	275	220	349	70
70 Parkhill	306		221		221	109	112	141	64
71 Parry Sound	1,193	1	916		918	438	480	501	55
72 Pembroke	1,440		652	1	652	327	325	419	64
*73 Penetanguishene	801		631		631	333	298	391	62

THE PUBLIC SCHOOLS.— *Continued.*I.—Table A.—School Population, Attendance, etc.— *Concluded.*

Towns.	School population between 5 and 21 years of age.	Pupils under 5 years of age.	Pupils between 5 and 21 years of age.	Pupils over 21 years of age.	Total number of pupils attending school.	Boys.	Girls.	Average daily attendance of pupils.	Percentage of average to total attendance.
74 Perth	959		529		529	267	262	388	73
75 Peterborough	2,831		557		1,557	764	793	1,033	66
76 Petrollea	950		875		875	450	425	566	65
77 Picton	803		586		586	316	270	357	61
78 Port Arthur	918		698		698	338	360	415	59
79 Port Hope	1,000		838		838	416	422	460	55
80 Prescott	675		428		428	194	234	285	66
81 Preston	603		390		390	191	199	287	73
82 Rat Portage	1,604		825		826	408	418	567	68
83 Renfrew	1,082		423		423	218	205	303	71
84 Ridgetown	557		460		460	231	229	278	60
85 St. Marys	915		571		571	299	272	404	71
86 Sandwich	501		1,147		1,147	74	73	76	52
87 Sarnia	2,567		1,469		1,469	693	776	1,042	71
88 Sault Ste. Marie	1,891		1,325		1,325	648	677	806	61
89 Seaforth	615		326		326	167	159	239	73
90 Simcoe	620		459		459	229	230	284	62
91 Stayner	*1,410		1,089		1,089	500	589	788	71
92 Smith's Falls	350		266		266	131	135	202	76
93 Strathroy	750		498		498	239	259	358	72
94 Sturgeon Falls	684		225		225	101	124	128	57
95 Sudbury	*611		230		230	122	108	126	59
96 Thessalon	421		325		325	163	157	168	52
97 Thornbury	227		160		160	89	71	108	67
98 Thorold	554		318		318	155	163	179	56
99 Tillsonburg	483		474		474	233	236	331	70
100 Toronto Junction	2,148		1,384		1,384	692	692	839	60
101 Trenton	1,164		598		598	298	300	415	69
102 Uxbridge	485		345		345	173	172	206	60
103 Vankleekhill	*643		210		210	110	100	128	61
104 Walkerton	690		450		450	213	237	300	67
105 Walkerville	556		331		331	162	169	214	65
106 Wallaceburg	1,018		583		583	284	299	401	69
107 Waterloo	1,090		590		590	316	274	462	78
108 Welland	430		252		252	127	125	185	73
109 Whitby	691		379		379	195	184	246	65
110 Wiarton	*843		649		649	340	309	410	63
111 Wingham	700		583		583	264	319	378	65
Totals	98,201	12	63,151	9	63,172	31,446	31,726	40,833	65
Totals.									
†1 Counties, etc.	351,999	905	272,876	95	273,876	142,174	131,702	142,917	52
2 Cities	127,183		66,111	2	66,113	33,174	32,939	46,980	71
3 Towns	98,201	12	63,151	9	63,172	31,446	31,726	40,833	65
4 Grand totals, 1903	577,383	917	402,138	106	403,161	206,794	196,367	230,730	57.20
5 Grand totals, 1902	584,512	1,001	407,013	110	408,124	209,566	198,558	232,663	57.01
6 Increases .....									.19
7 Decreases	7,129	84	4,875	4	4,963	2,772	2,191	1,933	.....
8 Percentages .....		.23	99.75	.02	.....	51.29	48.71	57.20	.....

* Estimated.

† Including Protestant Separate School.

‡ In incorporated villages, included in Counties etc., there were 28,463 pupils enrolled, with an average daily attendance of 17,747.

§ Kindergarten and Night School pupils are not included.

THE PUBLIC

II.—Table B.—Number of pupils in the

Counties (including incorporated villages, but not cities or towns), etc.	Reading.					5th or High School Reader.	Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader, Part II.	2nd Reader.	3rd Reader.	4th Reader.				
1 Brant	621	426	549	704	649	115	3,038	3,064	3,036
2 Bruce	2,379	1,603	1,959	2,027	1,926	574	10,068	10,354	9,902
3 Carleton	1,621	1,033	1,124	1,203	1,316	338	6,172	6,284	6,058
4 Dufferin	955	722	746	983	884	181	4,293	4,431	4,231
5 Dundas	836	611	1,047	724	749	284	4,135	4,203	4,048
6 Durham	800	615	990	994	853	190	4,442	4,442	4,385
7 Elgin	1,213	693	1,015	1,214	1,147	526	5,718	5,758	5,738
8 Essex	1,744	1,322	1,343	1,129	1,784	122	6,316	6,336	6,276
9 Frontenac	1,375	840	948	1,186	1,124	115	5,588	5,588	5,588
10 Glengarry	1,152	594	746	596	632	61	3,781	3,781	3,781
11 Grey	3,071	1,945	2,749	2,569	2,120	398	12,495	12,752	12,466
12 Haldimand	701	522	679	720	854	167	3,637	3,635	3,625
13 Haliburton, N. E. Mus- koka, S. Nipissing and E. Parry Sound	1,570	789	884	912	630	178	4,652	4,628	4,171
14 Halton	734	433	535	615	787	176	3,280	3,280	3,280
15 Hastings	2,573	1,522	1,686	1,552	1,161	295	8,789	8,789	8,780
16 Huron	1,459	1,214	1,924	2,131	2,429	874	9,895	9,992	9,597
17 Kent	1,852	1,108	1,462	1,352	1,521	634	7,841	7,828	7,929
18 Lambton	2,195	1,613	1,480	1,721	1,694	436	8,995	9,076	8,405
19 Lanark	1,094	666	810	841	720	156	4,287	4,287	4,287
20 Leeds & Grenville	1,863	1,320	1,653	1,688	1,933	316	8,522	8,560	8,263
21 Lennox & Addington	892	590	795	836	886	167	4,166	4,166	4,149
22 Lincoln	772	528	621	776	863	90	3,537	3,605	3,362
23 Middlesex	1,610	1,244	1,542	1,913	1,897	575	8,781	8,781	8,781
24 Norfolk	1,203	726	1,134	1,010	1,157	202	5,313	5,351	5,273
25 Northumberland	1,105	786	1,223	1,168	1,156	225	5,455	5,557	5,171
26 Ontario	1,356	980	1,286	1,339	1,526	240	6,627	6,713	6,566
27 Oxford	1,351	994	1,140	1,274	1,517	455	6,547	6,656	6,483
28 Peel	710	562	643	835	834	180	3,692	3,694	3,579
29 Perth	1,062	854	1,112	1,656	1,286	237	6,015	6,122	5,795
30 Peterborough	1,248	868	977	946	969	118	5,126	5,041	4,601
31 Pres. et t. & Russell	1,778	846	813	770	769	197	4,842	5,044	4,716
32 Prince Edward	454	312	461	509	703	211	2,627	2,642	2,621
33 Renfrew	2,036	1,330	1,379	1,291	1,111	243	7,040	7,253	6,199
34 Simcoe & W. Muskoka	3,336	2,168	2,836	2,821	2,972	853	14,896	14,929	14,077
35 Stormont	1,006	498	881	751	690	150	3,976	3,976	3,815
36 Victoria & S. E. Musk.	1,425	1,038	1,388	1,440	1,278	242	6,504	6,643	6,285
37 Waterloo	1,127	811	1,393	1,209	777	171	5,488	5,488	5,488
38 Welland	1,149	798	916	1,072	976	260	5,084	5,062	5,001
39 Wellington	1,585	1,009	1,533	1,690	1,690	413	7,849	7,843	7,742
40 Wentworth	847	618	815	1,110	1,039	280	4,709	4,709	4,709
41 York	2,757	1,499	2,207	2,330	2,307	200	11,000	11,253	10,775
42 Rainy River and Thun- der Bay	518	352	261	378	231	35	1,725	1,741	1,692
43 Algoma and Manitou- lin	1,779	989	1,052	1,173	907	172	5,834	5,847	5,678
44 N. Nipissing, etc., and W. Parry Sound	1,818	1,004	1,052	909	558	80	4,661	4,732	4,197
45 Moose Fort	6	3	3	3	2	5	19	19	.....
Totals	62,782	41,001	51,792	54,090	52,974	12,137	267,457	269,935	260,601
Cities.									
1 Belleville	332	209	235	213	310	.....	1,299	1,299	1,299
2 Brantford	566	306	396	704	488	52	2,562	2,562	2,562
3 Chatham	306	204	286	341	406	.....	1,543	1,543	1,543
4 Guelph	317	191	290	453	339	112	1,702	1,702	1,702
5 Hamilton	1,236	1,074	1,310	2,227	1,750	497	8,114	8,114	8,114
6 Kingston	497	282	338	634	623	.....	2,374	2,374	2,336
7 London	982	770	1,408	1,290	1,225	.....	5,675	5,675	5,675
8 Ottawa	956	587	709	1,333	1,182	131	4,898	4,898	4,898
9 St. Catharines	358	228	231	379	263	.....	1,459	1,459	1,101
10 St. Thomas	499	228	384	433	390	.....	1,934	1,934	1,934
11 Stratford	245	237	218	416	378	.....	1,494	1,494	1,494
12 Toronto	5,643	3,454	6,772	6,497	6,063	1,317	29,746	29,746	29,746
13 Windsor	596	307	363	296	159	.....	1,721	1,721	1,721
14 Woodstock	386	222	311	203	470	.....	1,592	1,592	1,592
Totals	12,939	8,349	13,251	15,419	14,046	2,109	66,113	66,113	65,717

SCHOOLS.—Continued.

various branches of instruction.

Geography.	Mus.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1 2,128	1,808	2,015	783	1,225	922	1,697	102	104	99	17	25	506
2 6,772	4,709	6,724	2,626	4,227	4,582	4,851	437	580	542	184	268	1,302
3 4,215	2,908	4,395	1,854	2,362	1,987	3,458	327	316	313	249	132	1,043
4 3,142	2,405	2,650	1,221	1,888	1,750	2,660	228	191	188	67	145	738
5 3,434	2,784	3,105	1,159	1,478	1,713	2,519	217	269	255	29	132	754
6 3,010	1,658	2,456	833	1,080	1,031	1,260	197	183	163	47	44	192
7 4,424	3,161	3,812	1,882	2,716	2,957	3,377	512	513	486	183	159	1,156
8 3,847	2,802	3,517	941	2,106	5,255	3,551	129	117	103	64	59	713
9 3,728	1,921	2,975	1,362	2,031	1,750	2,565	87	78	69	25	9	413
10 2,216	1,017	1,955	701	957	823	1,475	57	56	55	32	11	195
11 9,178	6,513	7,648	2,777	4,998	7,618	7,558	425	363	343	163	111	1,564
12 2,748	1,795	2,569	1,063	1,413	1,430	2,102	149	156	130	16	30	985
13 2,652	1,279	2,356	1,117	1,565	1,437	2,203	149	139	144	16	62	247
14 2,515	1,409	2,405	1,022	1,393	1,232	1,716	164	173	173	66	55	665
15 5,288	4,119	5,158	1,498	2,961	4,811	5,550	408	278	266	100	73	911
16 7,713	5,372	7,182	3,273	4,833	3,335	4,254	785	854	834	214	183	880
17 5,762	5,047	5,378	2,418	3,128	3,456	4,829	631	635	635	119	171	1,909
18 5,621	6,152	5,672	2,200	3,759	3,727	5,468	361	418	402	138	94	1,541
19 2,676	1,311	2,410	948	1,476	1,102	2,300	179	187	184	208	94	369
20 6,119	4,394	5,902	2,980	3,613	3,267	4,464	295	287	274	147	125	1,343
21 2,963	1,678	2,531	1,250	1,750	1,657	2,414	155	136	121	37	45	840
22 2,999	1,605	2,392	1,027	1,610	1,302	1,565	111	57	37	96	122	582
23 6,513	6,333	5,801	2,572	3,953	4,358	6,594	636	542	533	138	92	2,279
24 3,899	2,959	3,527	1,536	1,993	1,834	3,373	232	188	176	80	14	1,158
25 3,713	2,142	3,516	1,127	1,671	1,468	2,016	205	215	176	28	53	301
26 4,512	3,207	4,197	2,014	2,604	2,192	2,483	240	230	213	31	3	884
27 4,838	2,647	4,526	1,974	2,825	2,363	2,725	364	433	396	82	164	965
28 2,602	1,586	2,282	1,550	1,704	1,223	2,064	172	183	183	64	27	1,477
29 4,470	3,614	4,160	1,664	3,012	1,561	5,118	231	210	202	46	6	277
30 3,122	2,087	2,808	1,282	1,781	1,703	2,235	119	105	95	46	7	318
31 2,708	1,827	2,627	1,024	1,563	1,457	3,101	199	195	168	221	86	1,020
32 2,119	1,022	2,015	1,004	1,165	1,439	1,352	213	200	193	199	54	671
33 3,913	1,658	3,762	1,464	2,039	1,777	1,978	248	229	224	24	99	356
34 9,411	7,291	8,827	4,155	6,065	5,609	9,411	923	799	759	312	332	2,240
35 2,88	1,594	2,830	940	1,134	1,275	1,961	146	120	119	8	52	439
36 4,460	2,174	3,843	1,680	2,323	1,909	2,185	224	222	204	68	29	518
37 3,550	3,871	2,157	745	1,874	952	3,034	143	132	127	50	7	318
38 3,390	2,528	3,266	1,584	2,131	1,920	2,155	252	248	215	101	5	406
39 5,382	4,029	4,922	2,221	3,579	3,086	4,358	402	339	377	257	153	1,097
40 3,435	2,466	3,288	1,470	2,079	1,338	2,863	243	234	230	218	112	1,033
41 8,255	6,082	7,680	2,943	4,251	3,870	4,983	184	192	160	159	57	761
42 997	415	871	286	499	576	411	36	31	29	.....	.....	170
43 3,280	1,435	2,932	1,285	2,049	1,925	1,614	197	148	146	28	16	265
44 2,558	925	2,345	787	1,157	943	1,491	90	73	65	27	44	111
45 3	19	6	.....	.....	.....	.....	.....	2	.....	.....	.....	.....
182,877	127,658	167,195	70,242	104,081	101,922	139,344	11,704	11,410	10,797	4,352	3,596	35,760
1 2,758	735	885	310	523	551	926	.....	.....	.....	.....	.....	.....
2 2,562	2,562	1,647	540	1,261	2,562	2,562	52	.....	.....	.....	.....	.....
3 1,346	1,543	1,346	526	747	642	1,543	.....	.....	.....	.....	.....	.....
4 1,154	1,702	1,702	339	792	792	1,702	112	.....	.....	.....	.....	.....
5 5,961	3,053	6,858	2,227	2,912	4,541	8,114	497	497	469	1,646	385	.....
6 1,876	2,282	1,894	823	958	991	2,374	.....	.....	623	.....	.....	.....
7 5,675	5,675	2,515	835	1,743	5,675	5,675	.....	.....	.....	.....	.....	.....
8 2,646	1,543	2,646	1,313	2,646	2,646	4,898	131	82	82	.....	.....	.....
9 873	.....	873	263	465	465	.....	.....	.....	.....	.....	.....	.....
10 1,207	.....	1,207	390	823	1,207	823	.....	.....	.....	.....	.....	.....
11 1,138	1,034	1,260	378	588	938	1,494	.....	.....	.....	.....	.....	.....
12 28,694	28,844	27,958	5,782	7,510	17,520	27,839	3,081	202	785	2,615	.....	309
13 962	1,721	962	154	460	1,721	1,721	.....	.....	.....	.....	.....	.....
14 984	1,592	673	470	673	704	.....	.....	.....	.....	.....	.....	.....
55,876	57,286	52,426	14,150	22,101	40,955	59,671	3,873	781	1,959	4,261	385	309

THE PUBLIC

II.—Table B.—Number of pupils in the

Towns.	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader, Part I.	1st Reader Part II.	2nd Reader.	3rd Reader.	4th Reader.	5th or High School Reader.			
1 Alexandria	11	11	24	17	21	.....	84	84	84
2 Alliston	30	32	74	41	78	.....	402	402	402
3 Almonte	35	51	117	67	74	.....	394	394	394
4 Amherstburg	54	57	58	46	26	.....	231	231	231
5 Arnprior	140	120	120	99	98	.....	577	577	577
6 Aurora	96	54	84	75	65	.....	374	374	374
7 Aylmer	57	66	88	98	110	.....	419	419	419
8 Barrie	222	129	281	241	216	.....	1,091	1,091	1,091
9 Berlin	244	292	400	347	221	.....	1,504	1,504	1,504
10 Blenheim	99	42	108	78	27	.....	373	394	394
11 Bothwell	47	19	28	30	36	.....	210	210	210
12 Bowmanville	106	57	96	102	109	.....	470	470	470
13 Bracebridge	270	152	133	199	53	.....	807	807	807
14 Brampton	112	83	79	149	92	.....	515	515	515
15 Brockville	258	162	279	261	284	.....	1,244	1,244	1,244
16 Bruce Mines	41	35	60	40	21	.....	216	238	216
17 Cache Bay	93	17	46	17	18	.....	196	196	196
18 Carleton Place	250	172	148	140	192	.....	902	902	902
19 Clinton	84	50	103	120	74	.....	431	431	431
20 Cobourg	91	79	119	138	117	.....	544	544	544
21 Colingwood	455	240	185	304	287	.....	1,471	1,471	1,471
22 Copper Cliff	145	46	81	38	28	.....	352	352	352
23 Cornwall	142	119	153	115	123	.....	652	652	652
24 Deseronto	207	110	135	137	66	.....	655	655	655
25 Dresden	130	83	36	68	53	.....	427	427	427
26 Dundas	145	113	62	107	136	.....	563	563	563
27 Dunnville	122	86	92	73	105	.....	478	478	270
28 Durham	102	64	76	53	71	.....	450	450	450
29 East Toronto	230	122	87	140	124	.....	703	703	703
30 Essex	123	74	63	58	41	.....	359	359	359
31 Forest	73	52	56	44	79	.....	304	304	304
32 Fort Frances	61	31	34	30	23	.....	193	193	193
33 Fort William	253	98	124	105	136	.....	716	716	716
34 Galt	307	93	308	318	299	.....	1,325	1,325	1,325
35 Gananoque	240	69	150	155	144	.....	758	758	758
36 Goderich	90	77	130	167	134	.....	598	598	598
37 Gore Bay	49	29	57	49	48	.....	278	278	253
38 Gravenhurst	168	97	166	93	82	.....	606	606	606
39 Harriston	59	45	60	80	90	.....	334	334	334
40 Hawkesbury	30	24	26	30	29	.....	139	139	139
41 Hespeier	146	54	67	128	82	.....	503	503	503
42 Huntsville	179	108	121	102	45	.....	591	601	601
43 Ingersoll	160	72	191	194	168	.....	785	785	785
44 Kincardine	73	63	31	131	110	.....	458	458	458
45 Kingsville	105	61	32	84	43	.....	403	403	403
46 Leamington	106	88	129	99	74	.....	496	496	496
47 Lindsay	250	124	262	278	203	.....	1,117	949	1,087
48 Listowel	111	65	89	143	131	.....	539	539	539
49 Little Current	114	29	30	43	50	.....	331	331	331
50 Mattawa	22	12	10	6	17	.....	77	77	77
51 Meaford	100	94	103	62	50	.....	409	409	409
52 Midland	327	158	183	158	96	.....	971	971	971
53 Milton	58	54	56	40	72	.....	383	383	362
54 Mitchell	75	54	49	112	96	.....	369	369	311
55 Mount Forest	121	38	94	88	111	.....	425	425	425
56 Napanee	106	25	51	53	146	.....	549	549	549
57 New Liskeard	104	32	139	74	42	.....	250	250	250
58 Newmarket	104	32	139	74	35	.....	434	434	434
59 Niagara	158	102	143	171	66	.....	745	745	745
60 Niagara Falls	223	89	31	75	91	.....	564	564	564
61 North Bay	168	87	80	93	82	.....	525	525	525
62 North Toronto	66	78	59	87	56	.....	346	346	346
63 Oakville	118	90	121	103	110	.....	542	542	542
64 Orangeville	233	141	173	194	167	.....	967	967	700
65 Orillia	187	110	141	213	126	.....	777	777	777
66 Oshawa	402	213	377	365	383	.....	1,740	1,740	1,740
67 Owen Sound	98	49	52	93	63	.....	385	385	385
68 Palmerston	107	88	85	123	92	.....	495	495	495
69 Paris	44	41	41	46	49	.....	221	221	221
70 Parkhill	365	80	158	124	124	.....	892	917	892
71 Parry Sound						67			

SCHOOLS.—Continued.

various branches of instruction.—Continued.

Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Callisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
1	84	84	62	38	38	62	84					21
2	402	402	402	264	264	213	310	49	97	97	49	97
3	289		218	74	104	74	42					
4	181	291	237	61	107	187		35	50	50	35	20
5	317	380	577	197	124	577	380					
6	374	309	374	68	124	124	309					
7	419	203	419	87	208	110	186					
8	957	1,091	920	419	459	497	1,036	538	2	2		
9	968	1,504	768	221	568	568	1,504					
10	295		295	104	128	147	96	40	40	40	40	40
11	210		210	78	78	94	160	50	50	50	50	50
12		470	307	109	201	256	470					
13	627	448	295	53	147	53	807					
14	370	515	515	92	241	142	471					
15	1,244	1,244	1,244	284	415	1,244	1,244					
16	216		238	62	102	61		31	41	41	31	12
17	86	93	86	23	65	40		5	5	5		23
18	480	902	480	192	332	332	902					
19	297	431	297	74	194	74	431					
20	374	289	255	117	255	255	544					
21	1,471	1,397	971	591	591	1,471	1,471					
22	209	352	173	80	80	80		14	14	14	14	42
23	532	652	652	238	238	391	652					
24	448	655	338	66	290	203	655					
25	270	340	270	176	176	121						
26	305	563	305	136	243	563	63	55	57	57	57	57
27	270	373	204	64	105	149	329					
28	270	229	284	111	164	200	450	40	84	84	40	84
29	473	703	473	136	298	124	703					
30	192		192	41	99	359	292					
31	179	304	304	79	123	123	225					
32	193	193	132	37	67	53	145	14	14	14		
33	475	649	699	134	239	239	603				67	
34	1,018	1,325	970	176	617	1,325	761					
35	518	394	375	144	212	299	329					
36	431	598	431	134	197	134	598					
37	154		179	69	89	68		21	46	46		20
38	340	360	316	112	174	150	125					
39			275	90	170	275	275					
40	139	139	139	29	59	59	139					
41	357		357	69	197	133		12	12	12		12
42	352		422	91	193	268		46	46	46	46	
43	785	785	569	168	314	785	785					
44	337	458	458	110	241	401	458					
45	271	403	328	71	155	271	403	23	28	28	28	
46	317		360	74	173	390						
47	722	900	867	203	320	317	657					
48	363	539	539	131	274	131	539					
49	188	331	217	108	108	93	331	15	15	15	15	
50	43	47	43	27	33	27		10	10	10		
51	409	409	409	50	144	409	409					
52	492	922	644	303	303	922	971	49	49	49	18	18
53	291	383	229	125	165	331	383	88	74	74	40	35
54	257	218	257	96	208	96	369					
55	350	425	301	111	199	301	425					
56	549	549	340	246	246	549	549					
57	174	280	280	98	98	98		3	3	3		
58	298		298	159	159	85	484					
59	240		240	124	124	190						
60	585		585	342	485	485						
61	564	564	247	166	166	247						
62	525	525	525	99	192	89	525	17	17	17		
63	224	346	202	56	143	143	346					
64	377	542	334	213	213	334	542					
65	643	869	720	277	393	334	108	59				
66	398	179	480	72	126	126	177					
67	1,135	1,740	1,135	383	748	748	1,740					
68	287	292	287	93	186	159	199	30	30	30	30	30
69	495		215	92	165	495						
70	136	221	95	49	95	95						
71	448		473	166	290	284	850	42	67	67	42	67

THE PUBLIC

II.—Table B—Number of pupils in the

Towns.	Reading.						Writing.	Arithmetic.	Drawing.
	1st Reader Part I.	1st Reader Part II.	2nd. Reader.	3rd Reader.	4th Reader.	5th or High School Reader.			
72 Pembroke	170	93	113	88	188	.....	652	652	652
73 Penetanguishene	231	111	116	74	76	23	631	631	631
74 Perth	112	61	130	109	117	.....	529	529	529
75 Peterborough	383	256	307	304	307	.....	1,557	1,557	1,557
76 Petrolia	243	160	133	202	137	.....	875	875	875
77 Picton	202	66	103	103	112	.....	586	586	586
78 Port Arthur	170	154	106	119	149	.....	698	698	698
79 Port Hope	185	167	156	160	170	.....	838	838	838
80 Prescott	109	92	58	52	117	.....	428	428	428
81 Preston	91	53	105	87	54	.....	390	390	390
82 Rat Portage	312	101	132	165	116	.....	826	826	826
83 Renfrew	123	43	67	75	115	.....	423	423	423
84 Ridgetown	112	48	115	79	106	.....	460	460	460
85 St. Mary's	99	87	96	163	126	.....	571	571	571
86 Sandwich	55	11	20	37	23	1	147	147	147
87 Sarnia	454	223	256	255	271	.....	1,469	1,469	1,469
88 Sault Ste. Marie	470	219	211	257	158	.....	1,325	1,325	1,325
89 Seaforth	86	45	38	48	109	.....	326	326	326
90 Simcoe	115	51	101	59	133	.....	459	459	459
91 Smith's Falls	326	139	218	209	197	.....	1,089	1,089	1,089
92 Stayner	78	39	41	33	34	41	236	236	236
93 Strathroy	105	67	114	88	124	.....	498	498	498
94 Sturgeon Falls	60	43	26	48	33	15	225	225	225
95 Sudbury	62	26	41	45	35	21	230	230	230
96 Thessalon	126	27	63	39	56	14	325	325	325
97 Thornbury	30	21	26	28	48	7	160	160	160
98 Thorold	72	60	43	79	64	.....	318	318	318
99 Tilsonburg	81	51	104	112	126	.....	474	474	474
100 Toronto Junction	351	230	207	231	265	.....	1,384	1,384	1,384
101 Trenton	133	99	160	84	122	.....	598	598	598
102 Uxbridge	89	42	77	77	60	.....	345	345	345
103 Vankleekhill	61	11	29	48	61	.....	210	210	210
104 Walkerton	91	73	74	80	132	.....	450	450	450
105 Walkerville	81	46	68	66	43	27	331	331	331
106 Wallaceburg	166	119	85	76	38	99	544	544	544
107 Waterloo	110	104	133	127	116	.....	590	590	590
108 Welland	55	54	45	34	64	.....	252	252	252
109 Wilmot	75	50	65	85	104	.....	379	379	379
110 Winton	196	142	134	101	76	.....	649	649	649
111 Wingham	94	74	126	123	58	108	583	583	485
Totals	16,151	9,427	12,215	12,428	11,671	1,280	63,024	63,003	62,294
† Totals	16,151	9,427	12,215	12,428	11,671	1,280	63,024	63,003	62,294
†† Counties, etc.	62,782	41,001	51,792	54,090	52,074	12,137	267,457	269,935	260,601
2 Cities	12,939	8,349	13,251	13,419	14,046	2,109	66,113	66,113	66,717
3 Towns	16,151	9,427	12,215	12,428	11,671	1,280	63,024	63,003	62,294
4 Grand totals, 1903	91,872	58,777	77,258	81,937	77,791	15,526	396,594	399,051	388,612
5 Grand totals, 1902	92,941	61,062	77,023	82,724	77,645	16,729	399,352	403,609	392,078
6 Increases .....	.....	.....	235	.....	146	.....	.....	.....	.....
7 Decreases	1,069	2,285	.....	787	.....	1,203	2,758	4,658	3,466
8 Percentages	22.79	14.58	19.16	20.32	19.3	3.85	98.37	98.98	96.39

*Including Protestant Separate School.

†In incorporated villages, included in Counties, etc., the numbers in the Readers were: 1st, Part I, 6,507; Part II, 4,323; 2nd, 5,170; 3rd, 5,019; 4th, 5,283; 5th, 2,161.

SCHOOLS.—Continued.

various branches of instruction.—Concluded.

Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Physiology and Temperance.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.
72 482	652	389	188	389	389	652						
73 393	465	393	99	173	99	182	23	21	21			52
74 356	529	356	117	168	117	529						
75 918	439	918	223	611	611	857						
76 569	446	571	137	339	403	875						
77 586	586	371	215	215	586	586					318	
78 409		409	149	268	268	289						
79 838	838	476	170	253	330	838						
80 278	428	227	169	169	169	428						
81 277	390	188	54	141	141							
82 826	826	513	116	281	281							
83 257	423	423	96	190	190	423						
84 460	392	460	185	185	300	354						
85 385	63	475	126	289	126	132						
86 92		81	48	48	48		1	1	1	1		
87 792	1,149	1,313	197	536	984	1,357						
88 870	1,325	755	92	425	720	1,325						
89 195	326	195	109	147	109	195						
90 293	459	192	133	192	459	459						
91 1,089	1,089	1,089	197	291	1,089	1,089						
92 188	141	149	108	45	34		11	41	41	11	11	
93 326	498	326	64	212	498	498						
94 123	59	123	48	96	48		15	15	15	15		
95 142	62	216	56	101	105	82	21	21	21	21		
96 172	325	109	70	109	70		14	14	14			14
97 160	160	160	55	83	130	160	7	7	7	7	7	
98 238		213	64	161	119							
99 342	474	474	238	238	295	474						
100 726	1,384	726	265	546	265	384						
101 366	209	429	122	206	206	288						
102 223	345	345	60	94	223	345						
103 149	210	210	61	109	149	210						
104 335	450	450	132	212	450	450						
105 229	331	229	96	136	243	331	27	27	10	10		
106 319	268	448	179	174	68		60	99	99	25	39	
107 385		370	116	168	116	97						
108 252		133	98	133	133	252						
109 379	379	379	104	189	379	379						
110 248	649	248	76	177	230	261						
111 415	415	415	170	170	58		49	108	108	49	69	
45,353	46,993	44,283	14,532	23,983	32,070	43,322	1,519	1,205	1,188	687	983	199
1 182,877	127,658	167,195	70,242	104,081	101,922	139,344	11,704	11,410	10,797	4,352	3,596	35,760
2 55,876	57,286	52,426	14,150	22,101	40,955	59,671	3,873	781	1,959	4,261	385	309
3 45,353	46,993	44,283	14,532	23,983	32,070	43,322	1,519	1,205	1,188	687	983	199
4 284,106	231,937	263,904	98,924	150,165	174,947	242,337	17,096	13,396	13,944	9,300	4,964	36,268
5 288,967	236,797	268,763	98,738	148,637	179,772	242,115	17,091	14,625	14,644	7,298	4,152	43,295
6			186	1,628		222	5			2,002	812	
7 4,861	4,860	4,859			4,825			1,229	700			7,027
8 70.47	57.52	65.46	24.54	37.24	43.39	60.11	4.24	3.32	3.45	2.3	1.23	8.99

THE PUBLIC

III.—Table C.—Teachers, Salaries,

Counties, (including incorporated villages, but not cities or towns) etc.	Number of teachers.	Male.	Female.	Salaries.		
				Highest salary paid.	Average salary, male teacher.	Average salary, female teacher.
1 Brant	70	19	51	575	396	324
2 Bruce	224	77	147	900	395	293
3 Carleton	141	28	113	600	401	292
4 Dufferin	105	14	91	700	376	293
5 Dundas	110	43	67	800	366	270
6 Durham	116	20	96	600	415	292
7 Elgin	131	37	94	550	409	297
8 Essex	124	38	86	550	384	307
9 Frontenac	154	18	136	500	300	242
10 Glengarry	83	12	71	550	349	262
11 Grey	248	78	170	725	369	289
12 Haldimand	94	17	77	650	428	292
13 Haliburton, N. E. Muskoka, S. Nipissing and E. Parry Sound...	133	24	109	600	355	231
14 Halton	77	19	58	650	408	308
15 Hastings	200	53	147	800	367	282
16 Huron	222	85	137	800	403	294
17 Kent	149	40	109	720	420	324
18 Lambton	205	45	160	600	399	306
19 Lanark	132	12	120	600	333	246
20 Leeds and Grenville	262	51	211	700	354	257
21 Lennox and Addington	126	23	103	550	311	250
22 Lincoln	82	26	56	700	436	281
23 Middlesex	206	61	145	525	393	303
24 Norfolk	121	40	81	600	358	279
25 Northumberland	128	41	87	700	388	281
26 Ontario	141	35	106	750	395	292
27 Oxford	139	56	83	650	438	205
28 Peel	89	31	58	625	386	308
29 Perth	122	45	77	510	400	311
30 Peterborough	116	33	83	650	357	279
31 Prescott and Russell	111	24	87	850	357	245
32 Prince Edward	82	26	56	500	337	284
33 Renfrew	157	25	132	600	348	257
34 Simcoe and W. Muskoka	306	104	202	750	392	282
35 Stormont	89	21	68	475	355	267
36 Victoria and S. E. Muskoka	167	48	119	600	371	258
37 Waterloo	116	48	68	625	439	307
38 Welland	105	20	85	720	432	288
39 Wellington	168	60	108	650	397	312
40 Wentworth	96	33	63	550	412	308
41 York	207	75	132	750	424	307
42 Rainy River and Thunder Bay...	44	19	25	850	404	337
43 Algoma and Manitoulin	134	42	92	600	358	294
44 N. Nipiss'g, etc., & W. Pa'y Sound	156	20	136	500	335	252
*1 Totals, Counties, etc.	6,188	1,686	4,502	900	387	283
2 Cities	1,273	189	1,084	1,600	951	491
3 Towns	1,099	187	912	1,200	678	327
†4 Grand totals, 1903	8,560	2,062	6,498	1,600	465	324
†5 Grand totals, 1902	8,497	2,200	6,297	1,600	436	313
6 Increases	63	138	201	29	11	
7 Decreases						
8 Percentages		24.09	75.91			

(*) In incorporated villages, included in Counties, etc., there were 531 teachers, 144 male and 387 female, with average salaries of \$555 and \$285 respectively. 77 held First Class, 354 Second Class, and 93 Third Class certificates. 17 were University graduates.

(†) Kindergarten and Night School teachers not included.

SCHOOLS.—Continued.

Certificates, etc.

Number of teachers who have attended Normal School, or Normal College.	Number of University graduates	Certificates.						
		Provincial First Class.	Provincial Second Class.	First Class, old County Board.	Second Class, old County Board.	Third Class.	Temporary.	Other certificates.
1	44	5	39			26		
2	104	15	90		1	110	7	1
3	78	12	76	1		55	7	
4	36	5	33			68	1	
5	42	4	37			69		
6	59	4	55		1	56		
7	63	8	57			66		
8	46		43		1	66		5
9	35	2	33		1	77	41	
10	27	2	33			43	13	
11	103	4	39		7	140	4	1
12	50	7	43			44		
13	4		19			77	33	
14	45	1	39			31	4	
15	69		65			127		
16	133		123			88		
17	79	11	77			65	2	
18	114	5	107		1	84	6	
19	39	7	39	2		81	10	
20	97		33			163	3	
21	28	5	27	1	1	82		11
22	45	1	42		1	32		2
23	120	7	115		2	79	5	
24	51	2	60		1	67		
25	73	3	74		1	48	2	
26	71	4	67			70		
27	80	8	73	1		57		
28	51	5	46			38		
29	77	7	70			45		1
30	47	3	44		1	47	20	
31	20	3	19			46	6	37
32	23	2	26			46	8	
33	23	2	22	1		102	29	1
34	104	96	22			195	3	
35	25	2	23		1	60	3	
36	54	52	52	1		78	20	13
37	72	6	67		1	42		
38	41	4	37	4		60		
39	87	8	82			77	1	
40	61	9	53			34		
41	146	2	148	2		54	1	
42	13	1	10			17	16	
43	31	7	38	3	2	23	33	28
44	24	4	27	1	1	78	44	1
1	2,644	39	219	2,488	17	3,011	330	101
2	1,216	26	239	986	10	15		15
3	935	20	139	818	10	103	17	6
4	4,795	85	597	4,292	37	3,129	347	122
5	4,601	81	595	4,136	34	3,319	311	73
6	194	4	2	156	3		36	49
7						190		
8	56.02	1	6.97	50.14		36.55	4.05	

THE PUBLIC

IV.—Table D.—School Houses,

Totals.	School Houses.					School Visits.				
	Number of Schools.	Brick.	Stone.	Frame.	Log.	By Inspector.	By Trustees.	By Clergymen.	By other persons.	Total.
1 Counties, etc.....	5,324	2,311	423	2,293	297	10,908	6,698	3,219	20,503	41,328
2 Cities	171	148	17	6	.....	3,190	2,526	750	13,964	20,430
3 Towns	239	166	28	45	.....	2,200	1,959	393	2,352	6,904
4 Grand totals, 1903 ...	5,734	2,625	468	2,344	297	16,298	11,183	4,362	36,819	68,662
5 Grand totals, 1902 ...	5,671	2,533	479	2,339	320	16,378	12,354	4,521	39,030	72,283
6 Increases	63	92	.....	5	.....	.....	.....	.....	.....	.....
7 Decreases .....	.....	.....	11	.....	23	80	1,171	159	2,211	3,621
8 Percentages .....	.....	45.78	8.16	40.88	5.18	23.74	16.29	6.35	53.62	.....

(*) Also 5,690 shrubs and bulbs, and 14,960 plants.

(†) To each school.

SCHOOLS.—Continued.

Prayers, etc.

Maps and Globes.		Examinations, Prizes.		Lectures.			Trees.		Number of schools using authorized Scripture Readings.	Number of schools opened or closed with prayer.	Number of schools using the Bible.	Number of schools imparting religious instruction.
Number of Maps.	Number of Globes.	Number of public examinations.	Number of schools distrib- uting prizes or merit cards.	By inspector.	By other persons.	Total.	Number of trees planted on Arbor Day.	Number of schools using authorized Scripture Readings.				
1	44,714	4,819	2,280	574	954	222	1,176	7,516	2,987	5,152	2,272	974
2	8,101	260	168	90	26	57	83	*3	47	167	137	.....
3	2,943	329	46	35	94	67	161	205	100	232	142	6
4	55,758	5,408	2,494	699	1,074	346	1,420	7,724	3,134	5,551	2,551	980
5	52,503	5,195	2,369	552	1,232	258	1,490	10,333	3,273	5,492	2,437	890
6	3,255	213	125	147	.....	88	.....	.....	.....	59	114	90
7	.....	.....	.....	.....	158	.....	70	2,609	139	.....	.....	.....
8	†9.72	†.94	.....	12.19	75.63	24.37	.....	.....	54.65	96.81	44.49	17.09

THE PUBLIC

V.—Table E.—

Counties (including incorporated villages, but not cities or towns) etc.	Receipts.			
	Legislative grants.	Municipal grants and assessments.	Clergy Reserve fund, balances and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
1 Brant	2,364 02	28,958 11	22,663 74	53,985 87
2 Bruce	8,077 12	92,249 61	35,282 70	135,609 43
3 Carleton	5,093 83	53,636 17	16,336 11	75,066 11
4 Dufferin	3,403 00	43,107 88	15,609 98	62,120 86
5 Dundas	3,333 67	48,976 07	9,544 75	61,854 49
6 Durham	3,279 50	43,632 54	17,086 94	63,998 92
7 Elgin	5,025 53	50,926 45	30,467 08	86,419 06
8 Essex	4,376 45	50,790 07	27,967 03	83,133 55
9 Frontenac	4,232 50	39,417 26	16,138 65	59,788 41
10 Glengarry	2,613 55	27,348 53	9,435 90	39,397 98
11 Grey	8,220 22	97,709 08	32,167 03	138,096 33
12 Haldimand	3,149 00	35,623 92	16,266 54	55,039 46
13 Haliburton, N.E. Muskoka, S. Nipis- sing, and E. Parry Sound	11,461 48	30,562 66	9,246 24	51,270 38
14 Halton	2,721 87	27,465 91	15,833 97	46,021 75
15 Hastings	7,633 00	66,356 92	31,833 95	105,823 87
16 Huron	8,118 62	83,975 90	40,673 34	132,767 86
17 Kent	6,528 73	64,576 57	52,614 07	123,719 37
18 Lambton	6,424 95	79,348 62	37,560 75	123,334 32
19 Lanark	4,115 98	37,347 58	13,962 41	55,425 97
20 Leeds and Grenville	7,241 67	79,182 02	30,507 27	116,930 96
21 Lennox and Addington	3,833 48	33,511 45	16,589 80	53,934 73
22 Lincoln	2,812 50	34,095 81	16,225 81	53,134 12
23 Middlesex	7,350 95	89,650 31	38,113 54	135,114 80
24 Norfolk	3,799 40	42,536 28	25,609 88	71,945 56
25 Northumberland	4,256 75	47,973 13	22,357 04	74,586 92
26 Ontario	5,748 75	57,022 38	25,991 40	88,762 53
27 Oxford	5,146 75	59,481 71	39,874 25	104,502 71
28 Peel	2,716 31	34,636 41	17,528 53	54,881 25
29 Perth	4,531 25	52,170 62	29,622 14	86,324 01
30 Peterborough	4,397 55	40,787 21	11,918 43	57,103 19
31 Prescott and Russell	3,997 50	34,091 49	16,365 33	54,454 32
32 Prince Edward	2,340 75	25,996 00	10,790 02	39,127 69
33 Renfrew	6,459 00	45,381 67	19,284 47	71,125 14
34 Simcoe and W. Muskoka	16,806 11	105,154 82	52,097 03	174,057 96
35 Stormont	2,767 75	27,819 47	9,044 80	39,632 02
36 Victoria and S. E. Muskoka	9,359 25	50,912 67	20,101 60	80,373 52
37 Waterloo	4,030 00	50,997 58	42,594 68	97,622 26
38 Welland	3,546 74	40,882 94	21,815 32	66,245 00
39 Wellington	5,950 25	67,938 53	35,033 77	108,922 50
40 Wentworth	3,708 33	37,933 34	30,143 59	71,785 25
41 York	7,125 94	94,782 21	59,342 32	161,250 47
42 Rainy River and Thunder Bay	2,963 63	18,324 29	3,680 61	24,968 53
43 Algoma	16,629 20	39,299 74	17,873 17	73,802 11
44 N. Nipissing, etc., and W. Parry Sound	13,365 57	33,161 53	16,608 53	63,135 63
45 Moose Port	150 00	.....	.....	150 00
Totals	251,208 40	2,245,734 38	1,079 804 46	3,576,747 24
Cities.				
1 Belleville	1,048 00	10,985 34	1,413 86	13,447 20
2 Brantford	2,086 55	30,000 00	3,774 26	35,860 81
3 Chatham	1,214 25	15,200 49	2,643 22	19,057 96
4 Guelph	1,672 30	30,293 31	2,205 70	34,171 31
5 Hamilton	6,855 40	112,206 15	27,296 55	146,358 10
6 Kingston	2,329 60	27,680 00	2,005 86	32,015 46
7 London	* 6,489 70	95,730 84	2,497 62	104,718 16
8 Ottawa	4,572 95	121,973 00	17,118 46	143,670 41
9 St. Catharines	1,179 00	13,679 00	1,008 75	15,866 75
10 St. Thomas	1,652 00	20,470 10	823 72	22,945 82
11 Stratford	1,682 55	15,000 00	4,510 69	21,193 34
12 Toronto	25,845 80	500,672 00	35,129 60	660,647 40
13 Windsor	1,555 00	25,800 00	462 49	27,817 49
14 Woodstock	1,377 00	15,336 56	2,278 30	18,941 86
Totals	59,560 20	1,134,032 79	103,119 08	1,296,712 07

(*) Including grant of \$1,500 in re Normal School.

SCHOOLS.—Continued.

Financial Statement.

Expenditure.					
Teachers' salaries.	Sites and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 23,916 32	1,966 71	1,056 87	9,649 04	36,588 94	17,396 93
2 72,563 83	9,036 45	1,377 69	22,403 74	105,381 71	30,227 72
3 44,816 92	4,112 67	2,142 23	12,352 66	63,424 48	11,641 63
4 31,504 74	4,223 89	545 26	14,096 54	50,370 43	11,750 43
5 33,084 19	11,061 41	308 38	9,930 18	54,384 16	7,470 33
6 36,264 35	1,819 40	1,083 08	9,397 91	48,564 74	15,434 24
7 42,784 90	2,257 21	1,579 94	13,527 91	60,149 96	26,269 10
8 40,867 80	7,844 17	996 21	13,948 36	63,657 44	19,476 11
9 35,151 05	2,836 91	770 54	8,719 35	47,477 85	12,310 56
10 22,799 73	1,634 83	1,124 65	5,972 86	31,532 07	7,865 91
11 79,092 06	6,417 67	2,128 16	26,147 35	113,785 24	24,311 09
12 29,389 57	456 09	1,095 79	8,772 25	39,713 70	15,325 76
13 30,907 05	1,965 15	760 81	10,023 64	43,656 65	7,613 73
14 25,565 15	1,133 35	361 87	10,622 14	37,682 51	8,339 24
15 58,588 73	7,322 25	1,149 41	14,923 35	81,983 74	23,840 13
16 74,161 15	7,845 49	757 38	21,342 69	104,106 71	28,661 15
17 51,611 49	7,329 41	1,299 70	19,247 90	79,488 54	44,230 83
18 64,930 80	9,494 22	1,001 79	20,843 34	96,270 15	27,064 17
19 32,930 32	1,447 51	418 02	7,772 07	42,567 92	12,858 05
20 69,994 44	3,630 07	1,470 43	19,740 24	94,835 18	22,095 78
21 31,930 63	1,660 62	470 78	8,754 10	42,816 13	11,118 60
22 27,385 34	2,056 03	418 96	8,887 04	38,747 37	14,386 75
23 67,423 83	7,878 29	1,160 74	22,088 50	98,551 36	36,563 44
24 36,834 31	650 95	464 81	9,143 29	47,093 36	24,852 20
25 40,417 56	3,488 70	1,135 12	11,660 66	56,702 04	17,884 88
26 44,709 10	5,322 41	2,079 59	17,416 36	69,527 46	19,235 07
27 49,713 98	1,229 72	977 00	16,018 28	67,938 98	36,563 73
28 29,512 79	2,442 38	657 23	10,920 54	43,532 94	11,348 31
29 40,809 96	6,792 43	1,448 96	16,638 87	65,690 22	20,633 79
30 33,280 99	4,365 59	879 57	8,838 84	47,364 99	9,738 20
31 29,111 91	3,212 57	352 29	7,951 69	40,628 46	13,825 86
32 24,694 17	431 38	326 15	5,467 82	30,919 52	8,208 17
33 41,555 54	7,571 72	871 07	10,685 52	60,683 85	10,441 29
34 97,078 32	7,543 73	2,088 91	25,436 78	132,147 74	41,910 22
35 25,533 29	2,865 69	848 90	5,648 76	34,896 64	4,735 38
36 45,673 08	4,541 85	1,978 23	14,627 66	66,820 32	13,553 20
37 41,594 99	1,657 45	489 83	12,958 92	56,600 49	41,021 77
38 33,364 93	3,293 07	515 22	10,341 37	47,514 59	18,730 41
39 57,094 10	3,866 62	779 10	20,366 16	82,105 98	26,816 52
40 32,928 85	4,631 35	658 65	10,034 62	48,047 43	23,737 83
41 74,609 13	10,371 31	1,347 43	30,552 55	116,880 42	44,370 05
42 12,632 9	3,101 77	483 14	5,895 98	22,113 78	2,854 75
43 38,406 98	6,134 92	1,223 15	13,557 02	59,382 07	14,420 04
44 32,590 76	7,989 59	1,079 14	10,816 08	52,475 57	10,660 06
45 150 00				150 00	
1,889,961 32	196,728 76	44,222 78	594,040 97	2,724,953 83	851,793 41
1 9,208 53			3,795 54	13,004 07	443 13
2 22,017 15	181 81	1,784 12	11,877 73	35,860 81	
3 12,030 07		66 90	6,905 86	19,002 83	55 13
4 14,179 14	13,878 75	138 61	5,297 83	33,494 33	676 98
5 81,905 60	15,859 56	5,911 55	42,462 09	146,138 80	219 30
6 21,197 15		87 01	10,731 30	32,015 46	
7 66,070 59	7,984 56		30,662 91	104,718 16	
8 68,828 35	20,228 94	5,806 24	29,494 42	124,357 98	19,312 45
9 10,610 68			5,256 07	15,866 75	
10 17,130 77		15 50	4,884 50	22,030 87	914 95
11 12,396 95	1,124 65	1,452 64	6,219 10	21,193 34	
12 406,791 32	39,800 30	520 25	194,078 11	640,189 90	20,457 42
13 18,168 62	1,004 38	127 26	8,517 23	27,817 40	
14 12,317 50		1,041 00	4,867 43	18,225 93	715 93
772,852 52	99,062 95	16,951 08	365,500 22	1,253,916 77	42,795 30

THE PUBLIC

V.—Table E.—

Towns.	Receipts.			
	Legislative grant.	Municipal grants and assessments.	Clergy Reserve fund, balances and other sources.	Total receipts for all Public School pur- poses.
	\$ c.	\$ c.	\$ c.	\$ c.
1 Alexandria	65 00	773 22	851 37	1,689 59
2 Alliston	358 00	1,888 00	704 39	2,950 39
3 Almonte	283 00	3,777 47	667 32	4,727 79
4 Amherstburg	335 00	5,632 28	278 25	6,245 53
5 Arnprior	286 00	6,579 38	1,525 46	8,390 84
6 Aurora	195 00	2,575 00	763 51	3,533 51
7 Aylmer	297 90	4,664 26	56 80	5,018 96
8 Barrie	785 00	10,468 40	377 49	11,630 89
9 Berlin	1,388 60	22,399 76	769 88	24,558 24
10 Blenheim	305 00	3,695 89	799 45	4,800 34
11 Bothwell	202 00	1,613 00	522 82	2,337 82
12 Bowmanville	343 00	4,500 00	135 10	4,978 10
13 Bracebridge	1,011 00	4,225 90	710 19	5,946 19
14 Brampton	479 00	5,825 00	1,064 30	7,368 30
15 Brockville	964 00	14,700 00	1,374 85	17,038 85
16 Bruce Mines	300 00	1,503 00	103 74	1,906 74
17 Cache Bay	100 00	1,078 91	1,970 45	3,149 36
18 Carleton Place	504 00	5,800 00	258 58	6,562 58
19 Clinton	437 00	2,900 00	791 50	4,128 50
20 Cobourg	412 35	6,600 00	45 60	7,057 95
21 Collingwood	796 00	10,704 00	321 77	11,821 77
22 Copper Cliff	373 00	3,129 06	1,409 55	4,911 61
23 Cornwall	492 00	6,150 00	3,865 52	10,507 52
24 Deseronto	404 00	5,300 00	346 43	6,050 43
25 Dresden	295 00	2,475 00	584 91	3,354 91
26 Dundas	306 00	5,112 67	190 75	5,609 42
27 Dunnville	270 00	2,350 00	252 26	2,872 26
28 Durham	545 00	2,795 60	1,163 07	4,506 67
29 East Toronto	283 00	4,924 66	541 49	5,699 14
30 Essex	172 00	2,092 18	14 93	2,279 11
31 Forest	343 00	2,850 00	457 40	3,650 40
32 Port Frances	74 00	2,325 00	591 10	2,990 10
33 Fort William	451 00	7,049 06	828 14	8,328 14
34 Galt	968 85	14,000 50	15 27	14,984 12
35 Gananoque	601 00	5,078 02	1,211 23	6,890 25
36 Goderich	591 00	5,225 85	.....	5,816 85
37 Gore Bay	510 00	1,780 00	111 56	2,401 56
38 Gravenhurst	260 00	3,794 44	106 78	4,161 22
39 Harriston	216 00	2,584 00	178 64	2,978 64
40 Hawkesbury	33 00	2,500 00	209 16	2,742 16
41 Hespeler	348 80	4,230 76	9,800 06	14,379 62
42 Huntsville	471 00	3,500 00	171 73	4,142 73
43 Ingersoll	674 05	5,900 00	781 66	7,355 71
44 Kincardine	429 00	2,982 00	680 90	4,091 90
45 Kingsville	253 00	3,357 32	2,950 74	6,561 56
46 Leamington	324 00	3,791 00	4,911 86	9,026 86
47 Lindsay	811 00	10,948 86	2,189 23	13,948 09
48 Listowel	325 00	3,774 00	88 97	4,188 97
49 Little Current	148 00	1,502 00	835 12	2,485 12
50 Mattawa	39 00	1,181 72	61 24	1,281 56
51 Meaford	382 00	3,193 00	211 23	3,786 23
52 Midland	471 00	6,071 00	257 37	6,799 37
53 Milton	511 00	2,776 79	653 93	3,941 72
54 Mitchell	381 00	2,969 00	241 68	3,594 68
55 Mount Forest	396 00	3,649 00	292 20	4,337 20
56 Napanee	498 00	6,150 00	172 73	6,820 73
57 New Liskeard	110 00	2,360 01	120 13	2,590 14
58 Newmarket	406 30	2,475 00	975 32	3,856 32
59 Niagara	148 00	2,005 74	171 26	2,325 00
60 Niagara Falls	541 00	15,088 45	119 95	15,749 40
61 North Bay	232 00	6,313 00	699 05	7,244 05
62 North Toronto	304 00	4,950 72	57 56	5,312 28
63 Oakville	186 00	3,629 25	49 00	3,864 25
64 Orangeville	605 00	6,450 00	200 71	7,255 71
65 Orillia	506 00	14,800 00	979 44	16,285 44
66 Oshawa	491 00	6,612 00	509 20	7,612 20
67 Owen Sound	1,255 60	14,930 00	522 72	16,708 32
68 Palmerston	322 00	3,250 00	260 82	3,832 82
69 Paris	333 00	4,800 00	775 35	5,908 35
70 Parkhill	146 00	2,225 00	86 53	2,457 53

SCHOOLS.—Continued.

Financial Statement.—Continued.

Expenditure.						
Teachers' salaries.		Sites and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.	Balances.
\$ c.		\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1	715 00	5 60		888 86	1,609 46	80 13
2	2,127 30			669 46	2,796 76	153 63
3	3,587 06			1,140 73	4,727 79	
4	2,582 15		14 37	2,178 80	4,775 32	1,470 21
5	3,471 50			901 97	4,373 47	4,017 37
6	2,139 07		25 78	574 02	2,738 87	794 64
7	3,163 32	349 82	46 27	1,205 84	4,765 25	253 71
8	8,245 92	573 00	73 25	2,531 44	11,423 61	207 28
9	11,973 89	6,338 70	770 73	4,860 59	23,943 91	614 33
10	2,827 00	353 63		1,149 77	4,330 40	469 94
11	1,644 17			309 89	1,954 06	383 76
12	4,171 07	62 86		624 04	4,857 96	120 14
13	4,532 72	290 40	58 52	1,051 91	5,933 55	12 64
14	3,722 43	422 25	180 00	2,995 74	7,320 42	47 88
15	8,957 01			7,151 23	16,108 24	930 61
16	1,470 00	2 75		410 66	1,883 41	23 33
17	650 00	1,779 67		719 69	3,149 36	
18	4,625 00	426 77	24 22	1,453 76	6,529 75	32 83
19	2,982 00		14 50	958 47	3,954 97	173 53
20	4,489 03	146 71	14 40	2,392 28	7,042 42	15 53
21	8,415 24	241 27		2,992 48	11,648 99	172 78
22	2,688 00	180 93	49 65	1,481 11	4,399 69	511 92
23	4,797 92	3,589 63		1,267 10	9,654 55	852 87
24	4,619 35			1,201 59	5,820 94	229 49
25	2,730 95		46 54	568 20	3,345 69	9 22
26	4,165 63			1,297 38	5,463 01	146 4
27	2,402 74			469 52	2,872 26	
28	2,936 82	891 44	52 54	623 42	4,504 22	2 45
29	4,034 50		140 31	1,428 32	5,603 13	96 01
30	1,885 00		6 90	344 49	2,235 49	43 62
31	2,429 00			784 29	3,213 29	437 11
32	1,427 37	397 47	233 47	826 20	2,884 51	105 59
33	5,033 97		351 99	2,942 18	8,328 14	
34	11,061 07		25 55	3,862 14	14,948 76	35 36
35	4,637 74			1,882 47	6,520 41	370 04
36	4,443 69			1,373 16	5,816 85	
37	1,606 25			332 69	1,938 94	462 62
38	3,068 51		24 08	1,004 45	4,097 04	64 18
39	1,890 00	152 79		909 01	2,951 80	26 84
40	1,227 33	500 00		476 60	2,203 93	538 23
41	3,338 50	9,664 79		1,376 33	14,379 62	
42	2,906 83	229 25	68 95	835 25	4,040 28	102 45
43	5,230 00		51 45	2,068 24	7,349 69	6 02
44	2,750 05			1,159 04	3,909 09	182 81
45	2,756 45	77 66	70 25	3,617 97	6,522 33	39 23
46	3,128 85	4,553 90		1,208 06	8,890 81	136 05
47	9,014 02		52 15	4,881 92	13,948 09	
48	3,064 08		198 33	800 32	4,063 23	125 74
49	1,295 50		15 00	666 61	1,977 11	508 01
50	905 23		35 35	258 47	1,199 55	82 01
51	2,880 00			906 23	3,786 23	
52	5,255 88		127 47	1,039 12	6,422 47	376 90
53	2,907 50	336 54		573 04	3,817 08	124 64
54	2,725 00	277 37	79 55	445 78	3,527 70	66 98
55	3,041 50		47 72	983 44	4,072 66	264 54
56	4,333 30		18 20	2,394 03	6,745 53	75 20
57	1,013 46	592 84	354 15	337 50	2,297 95	292 19
58	2,520 00			868 61	3,388 61	467 71
59	1,600 00		20 00	258 64	1,878 64	446 36
60	5,338 75	7,720 62	39 65	2,219 40	15 318 42	430 98
61	2,480 44	592 50	69 13	3,712 80	6,854 87	389 18
62	3,407 24		118 00	1,595 66	5,120 95	191 33
63	1,265 00	60 75	67 50	2,471 00	3,864 25	
64	3,950 48		35 15	2,873 48	6,859 11	396 60
65	6,963 30		349 36	2,327 29	9,639 95	6,645 49
66	9,621 19	652 75	74 94	1,263 32	7,612 20	
67	11,815 00	157 27		3,448 20	15,420 47	1,287 85
68	2,699 70		32 40	1,034 62	3,696 72	136 10
69	3,872 50			2,027 83	5,900 33	8 02
70	1,696 25		18 50	591 77	2,306 52	151 91

THE PUBLIC

V.—Table E.—

Towns.	Receipts.			
	Legislative grants.	Municipal grants and assessments.	Clergy Reserve fund, balances and other sources.	Total receipts for all Public School purposes.
	\$ c.	\$ c.	\$ c.	\$ c.
71 Parry Sound	1,058 00	6,110 50	187 58	7,356 03
72 Pembroke	334 00	4,759 00	454 19	5,547 19
73*Penetanguishene	393 00	3,796 14	472 92	4,662 06
74 Perth	457 00	3,859 09	831 91	5,148 00
75 Peterborough	1,141 50	17,500 05	2,959 70	21,601 20
76 Petrolea	480 00	7,500 00	461 71	8,440 71
77 Picton	583 00	5,150 00	3,945 36	9,678 36
78 Port Arthur	296 00	5,155 00	831 57	6,282 57
79 Port Hope	653 00	6,350 00	612 00	7,615 00
80 Prescott	436 00	3,725 00	319 23	4,480 23
81 Preston	260 10	3,600 00	1,916 95	5,777 05
82 Rat Portage	718 00	10,116 74	199 85	11,034 59
83 Renfrew	385 00	5,595 05	686 48	6,666 53
84 Ridgetown	277 00	3,198 23	339 06	3,814 29
85 St. Marys	418 00	7,194 85	473 84	8,086 69
86 Sandwich	72 00	1,250 00	1,419 49	2,741 49
87 Sarnia	1,010 00	13,050 60	6,429 57	20,490 17
88 Sault Ste. Marie	871 00	12,693 00	856 87	14,420 87
89 Seaforth	206 00	2,600 00	1,049 91	3,855 91
90 Simcoe	533 65	4,712 15	1,72 65	5,418 45
91 Smith's Falls	743 00	7,911 09	345 50	8,999 59
92 Stayner	342 00	1,400 00	1,281 12	3,023 12
93 Strathroy	508 00	4,056 00	410 55	4,974 55
94 Sturgeon Falls	132 00	2,545 92	72 74	2,750 66
95 Sudbury	109 00	1,800 00	528 60	2,437 60
96 Thessalon	191 00	1,859 00	.....	2,050 00
97 Thornbury	118 00	1,206 64	302 77	1,626 81
98 Thorold	184 00	2,645 00	447 78	3,276 78
99 Tillsonburg	289 20	3,909 35	163 02	4,362 17
100 Toronto Junction	1,075 05	18,479 00	1,047 60	20,601 65
101 Trenton	376 00	4,554 33	625 36	5,555 69
102 Uxbridge	208 00	2,505 00	393 05	3,106 05
103 Vankleek Hill	283 00	2,110 25	814 72	3,207 97
104 Walkerton	400 00	3,903 70	343 50	4,647 20
105 Walkerville	230 00	5,000 00	208 43	5,438 43
106 Wallaceburg	504 00	4,540 49	97 50	5,141 99
107 Waterloo	375 00	6,691 08	511 57	7,577 65
108 Welland	380 00	2,900 00	1,765 97	5,045 97
109 Whitby	394 00	4,400 00	335 93	5,129 93
110 Wiarton	220 00	3,600 00	152 74	4,032 74
111 Wingham	459 00	4,122 02	146 65	4,727 67
Totals	47,195 65	577,340 29	90,615 53	715,152 17
Totals.				
1 Counties, etc	251,208 40	2,245,734 38	1,079,804 46	3,576,747 24
2 Cities	59,560 20	1,134,032 79	103,119 08	1,296,712 07
3 Towns	47,195 65	577,340 99	90,615 53	715,152 17
4 Grand Totals, 1903	357,964 25	3,957,108 16	1,273,539 07	5,588,611 48
5 do do 1902	353,194 39	3,666,563 59	1,261,241 33	5,280,999 31
6 Increases	4,769 86	290,544 57	12,297 74	307,612 17
7 Decreases				
8 Percentages	6.4	70.81	22.79	.....

Cost per pupil : Counties, etc., \$9.95 ; Cities, \$18.96 ; Towns, \$10.68 ; Province, \$11.54.

SCHOOLS—*Concluded.*Financial Statement.—*Concluded.*

Expenditure.						Balances.
Teachers' salaries.	Sites, and building school houses.	Libraries, maps, apparatus, prizes and school books.	Rent and repairs, fuel and other expenses.	Total expenditure for all Public School purposes.		
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
71 4,687 68		77 56	2,581 37	7,346 61	9 47	
72 3,953 30		2 50	1,591 39	5,547 19		
73 3,326 46	258 50	33 25	760 60	4,378 81	283 25	
74 3,471 50			1,613 3	5,085 83	62 67	
75 14,265 15			7,336 05	21,601 20		
76 5,825 00			2,615 71	8,440 71		
77 4,752 14	4 00	129 74	1,496 66	6,382 54	3,295 82	
78 4,062 17	278 45		1,814 74	6,155 36	127 21	
79 5,585 00			2,030 00	7,615 00		
80 3,126 16		10 00	1,293 09	4,429 25	50 98	
81 3,124 87		129 46	1,072 83	4,327 16	1,449 99	
82 6,878 71		29 95	3,825 93	10,734 59	300 00	
83 3,437 00	528 25	76 33	2,490 01	6,531 59	134 94	
84 2,887 52			873 83	3,761 35	52 94	
85 3,576 00	2,694 00	29 00	1,609 44	7,908 44	178 25	
86 850 00			652 47	1,502 47	1,239 02	
87 8,824 88	4,746 00	29 22	6,341 25	19,941 35	548 82	
88 8,148 76		427 11	5,617 48	14,193 35	227 52	
89 2,227 62			726 35	2,953 97	901 94	
90 4,480 07			491 23	4,971 36	447 09	
91 6,615 50		75 91	2,307 99	8,999 40	15	
92 1,975 28		287 66	565 00	2,827 94	195 18	
93 4,044 00			925 77	4,969 77	4 78	
94 1,583 15	135 00		994 18	2,712 33	38 33	
95 1,885 00			432 95	2,317 95	119 65	
96 1,555 00		11 35	441 41	2,007 76	42 24	
97 1,325 00		32 60	267 67	1,625 27	1 54	
98 2,165 84		15 10	1,075 97	3,256 91	19 87	
99 3,176 50		33 64	1,142 36	4,352 50	9 67	
100 12,678 25	1,000 00		6,625 77	20,304 02	297 63	
101 3,322 08		200 00	1,217 80	4,739 88	815 81	
102 2,453 17			423 63	2,876 80	229 25	
103 1,920 00	665 25		492 05	3,077 30	130 67	
104 3,511 81		25 10	1,036 30	4,573 21	73 99	
105 3,393 38		291 40	1,729 97	5,414 75	23 68	
106 3,445 85		64 19	1,594 51	5,104 55	37 44	
107 5,052 78		184 03	2,224 34	7,461 15	116 50	
108 2,195 74	40 68	27 00	728 36	2,991 78	2,054 19	
109 3,700 00			1,429 83	5,129 83		
110 2,980 00	191 27		749 09	3,920 36	112 38	
111 3,567 43		23 73	1,136 51	4,727 67		
433,318 52	52,163 32	6,341 70	182,856 20	674,679 74	40,472 43	
1 1,889,961 32	196,728 76	44,222 78	594,040 97	2,724,953 83	851,793 41	
2 772,852 52	99,062 95	16,951 08	365,050 22	1,253,916 77	42,795 30	
3 433,318 52	52,163 32	6,341 70	182,856 20	674,679 74	40,472 43	
4 3,096,132 36	347,955 03	67,515 56	1,141,947 39	4,653,550 34	935,061 14	
5 2,987,932 88	331,842 08	80,565 47	989,378 68	4,389,719 11	891,280 20	
6 108,199 48	16,112 95		152,568 71	263,831 23	43,780 94	
7		13,049 91				
8 66.53	7.48	1.45	24.54			

* Including Protestant Separate School.

ROMAN CATHOLIC

I.—Table F.—Financial

Counties, (including incorporated villages but not cities or towns,) etc.	Number of schools.	Receipts.								Expendi-	
		Legislative grants.	School rate on supporters.	Balances, subscribed and from other sources.		Total amount received.	Teachers' salaries.				
				\$	¢						
1 Bruce	7	433	00	5,678	09	2,738	01	8,899	10	3,740	00
2 Carleton	16	1,086	00	7,547	55	5,300	67	13,934	22	5,736	78
3 Essex	26	1,488	00	10,866	20	9,086	83	21,441	03	10,316	03
4 Frontenac	12	555	00	3,448	96	1,311	54	5,315	50	3,038	50
5 Grey	7	249	60	2,070	18	825	04	3,144	82	1,815	00
6 Hastings	7	277	00	1,789	09	484	78	2,550	87	1,756	50
7 Huron	8	213	00	3,835	52	882	48	4,931	00	2,610	25
8 Kent	9	327	00	3,684	12	1,952	34	5,963	46	3,327	02
9 Lambton	3	57	00	571	45	251	02	879	47	540	00
10 Lanark	3	147	00	728	40	114	75	1,990	15	723	00
11 Leeds and Grenville	35	324	00	1,304	56	246	16	1,874	72	1,375	30
12 Lennox and Addington	23	117	00	496	08	102	57	1,715	65	550	00
13 Lincoln	23	91	00	938	40	459	48	1,488	88	800	00
14 Middlesex	6	174	00	1,805	83	1,102	35	3,082	18	1,640	00
15 Norfolk	1	48	00	376	67	257	24	681	91	325	00
16 Northumberland	6	224	00	2,001	72	908	04	3,133	76	1,638	75
17 Ontario	1	65	00	205	33	742	81	1,013	14	720	83
18 Peel	1	63	00	137	18	41	65	241	83	220	00
19 Perth	6	142	00	2,070	12	1,175	13	3,387	25	1,852	50
20 Peterborough	1	20	00	325	38	24	50	369	88	261	37
21 Prescott and Russell	72	2,943	00	25,150	74	12,225	97	40,519	77	20,188	51
22 Renfrew	12	1,133	00	3,366	05	3,095	08	7,594	13	3,401	05
23 Simcoe	3	272	00	1,298	39	216	86	1,787	25	1,245	00
24 Stormont, Dundas and Glen- Garry	11	896	00	3,861	70	1,526	52	6,284	22	2,993	06
25 Waterloo	7	286	00	4,630	71	2,259	85	7,176	56	2,875	00
26 Wellington	8	232	00	3,570	89	1,076	88	4,879	77	2,365	70
27 Wentworth	1	46	00	131	00	72	00	249	00	225	00
28 York	2	41	00	534	01	239	75	814	76	495	00
29 Districts	23	1,925	00	5,834	26	3,249	98	11,009	24	6,139	37
Totals	267	13,874	60	98,258	58	52,020	28	164,153	46	82,914	46
Cities.											
1 Belleville	3	276	00	2,012	71	1,175	04	3,463	75	1,955	00
2 Brantford	2	232	00	2,038	80	1,498	53	3,769	33	1,100	00
3 Chatham	1	197	00	1,942	16	358	50	2,497	66	1,200	00
4 Guelph	8	230	00	2,940	04	269	50	3,439	54	1,900	00
5 Hamilton	3	1,089	00	11,000	00	2,452	14	14,541	14	6,228	35
6 Kingston	3	448	00	3,383	59	7,912	92	11,744	51	4,615	94
7 London	7	647	00	8,067	71	3,488	45	12,193	16	3,400	00
8 Ottawa	24	4,010	00	45,175	00	10,348	05	59,533	05	26,300	00
9 St. Catharines	3	274	00	4,090	39	244	87	4,609	26	2,006	68
10 St. Thomas	1	170	00	1,287	41	36	76	1,494	17	1,000	00
11 Stratford	1	236	00	2,362	70	698	73	3,297	43	1,300	00
12 Toronto	22	3,679	00	47,554	91	11,095	55	62,329	46	23,200	00
13 Windsor	2	344	00	5,466	87	670	99	6,481	86	5,428	20
14 Woodstock	1	69	00	531	00	275	00	875	00	675	00
Totals	86	11,901	00	137,843	29	40,525	03	190,269	32	80,309	17

SEPARATE SCHOOLS.

Statement, Teachers, etc.

ture.										Teachers.									
Sites and building school houses.		Maps, apparatus, prizes and libraries, etc.		All other purposes.		Total amount expended.		Balances.		Number of teachers.		Male.		Female.		Average salary male.		Average salary female. (In addition, members of Religious Orders, received free residence).	
\$	¢	\$	¢	\$	¢	\$	¢	\$	¢										
1	678	83	2	52	2,004	47	7,425	82	1,473	28	16	4	12	193	189				
2	712	60	319	15	2,230	17	12,998	70	2,935	52	23	1	27	052	206				
3	994	83	657	36	4,404	15	19,372	37	2,068	66	40	7	33	004	239				
4	743	52	2	50	847	24	4,631	76	633	74	12	2	10	232	244				
5	71	70	59	25	354	04	2,299	99	844	83	7	.....	7	.....	259				
6	129	00	37	30	230	11	2,152	91	397	96	4	.....	7	.....	254				
7	223	13	32	05	769	37	3,635	30	1,295	70	9	.....	9	053	277				
8	424	57	53	00	957	13	4,761	72	1,201	74	2	.....	2	524	274				
9	140	45	.....	.....	71	65	752	10	127	37	3	.....	3	.....	270				
10	2	40	.....	.....	88	75	814	15	176	00	2	.....	2	.....	257				
11	21	90	2	78	443	36	1,843	84	30	38	2	.....	2	.....	195				
12	60	50	.....	.....	39	37	1,700	37	15	28	2	.....	2	.....	275				
13	343	00	1	20	240	47	1,334	67	104	21	4	.....	4	.....	200				
14	733	03	89	98	392	33	2,855	34	226	34	6	.....	6	.....	272				
15	.....	.....	.....	.....	74	40	399	40	282	51	1	.....	1	.....	325				
16	36	62	79	00	989	90	2,744	27	389	49	7	1	6	225	253				
17	.....	.....	2	43	148	39	872	15	140	99	1	.....	1	.....	250				
18	.....	.....	.....	.....	21	33	241	33	.....	.....	1	.....	1	.....	220				
19	240	00	5	00	571	40	2,668	90	718	35	7	1	6	315	293				
20	4	65	.....	.....	99	33	3,655	35	4	53	1	.....	1	.....	260				
21	5,975	02	356	45	4,386	37	30,906	35	9,413	36	93	9	84	272	223				
22	739	31	82	06	1,039	96	5,262	38	2,331	75	15	1	14	295	225				
23	24	95	64	40	184	78	1,519	13	268	12	5	1	4	425	194				
24	1,033	20	84	26	901	75	5,012	21	1,272	01	14	2	12	315	236				
25	246	48	11	75	788	30	3,921	53	3,255	03	12	2	10	345	220				
26	218	25	12	70	1,034	29	3,630	94	1,248	83	10	.....	10	.....	239				
27	.....	.....	.....	.....	24	00	249	00	.....	.....	1	.....	1	.....	225				
28	.....	.....	.....	.....	317	35	812	35	2	41	2	.....	2	.....	247				
29	1,266	50	264	89	2,100	46	9,771	22	1,238	02	25	4	21	344	273				
23,064		44	2,220	03	25,807	12	134,006	05	30,147	41	350	39	311	334	234				
1	15	58	.....	.....	1,392	66	3,363	24	100	51	6	1	5	600	200				
2	360	11	.....	.....	2,150	19	3,610	30	159	03	5	.....	5	.....	220				
3	29	25	.....	.....	1,094	32	2,334	22	163	44	6	.....	6	.....	200				
4	60	00	200	00	1,231	60	3,391	60	47	94	8	.....	8	.....	237				
5	2,985	46	1,132	02	3,846	04	11,191	87	349	27	37	.....	37	.....	180				
6	838	35	.....	.....	6,166	11	11,620	40	124	11	13	1	12	700	229				
7	3,575	10	200	00	4,524	97	11,700	07	493	09	19	.....	19	.....	200				
8	10,279	00	180	00	22,181	23	58,940	23	592	82	104	20	84	457	216				
9	1,348	06	.....	.....	1,252	08	4,606	82	2	44	9	1	8	600	180				
10	.....	.....	.....	.....	478	10	1,478	10	16	07	5	.....	5	.....	200				
11	500	00	250	10	856	98	2,907	08	390	35	6	.....	6	.....	217				
12	14,135	52	1,963	05	20,083	25	59,381	82	2,947	64	103	26	77	323	200				
13	735	00	17	83	300	83	6,481	86	.....	.....	13	.....	13	.....	417				
14	.....	.....	.....	.....	200	00	875	00	.....	.....	2	.....	2	.....	337				
34,861		43	3,953	65	65,758	36	184,882	61	5,386	71	336	49	287	397	215				

ROMAN CATHOLIC

I.—Table F.—Financial Statement,

Towns.	Number of schools.	Receipts.						Total amount received.	Teachers' salaries.		
		Legislative grants.		School rate on supporters.	Balances, subscribed and from other sources.	Total amount received.					
		\$	¢			\$	¢				
1 Alexandria	2	151	00	2,083	55	536	34	2,770	89	1,700	00
2 Almonte	1	97	00	1,068	47	359	31	1,524	78	755	00
3 Amherstburg	1	225	00	3,026	45	254	03	3,505	48	1,200	00
4 Arnprior	2	178	00	2,217	84	790	73	3,186	57	1,550	00
5 Barrie	1	112	00	1,361	85	1,366	94	2,840	79	900	00
6 Berlin	1	290	00	2,832	25	870	53	3,992	78	1,200	00
7 Brockville	1	261	00	2,460	00	167	08	2,888	08	1,800	00
8 Cobourg	1	157	00	1,000	00	108	13	1,255	13	900	00
9 Cornwall	3	422	00	4,450	00	1,559	58	6,431	58	3,149	50
10 Dundas	1	86	00	1,624	32	1,342	68	3,053	00	600	00
11 Fort William	1	136	00	1,007	75	1,116	90	2,260	65	900	00
12 Galt	1	57	00	592	53	27	85	677	38	325	00
13 Goderich	1	53	00	462	30	74	78	590	08	400	00
14 Hawkesbury	1	227	00	3,318	00	.....	.....	3,545	00	2,150	00
15 Ingersoll	1	58	00	851	44	263	21	1,172	65	575	00
16 Lindsay	2	184	00	2,365	63	454	58	3,004	21	2,164	70
17 Mattawa	1	183	00	315	00	1,225	86	1,723	86	1,221	88
18 Newmarket	1	36	00	261	47	148	57	446	04	300	00
19 Niagara Falls	1	104	00	804	38	375	55	1,283	93	600	00
20 North Bay	2	123	00	1,654	00	273	58	2,050	58	1,303	90
21 Oakville	1	22	00	225	00	116	00	363	00	250	00
22 Orillia	1	127	00	1,543	42	1,424	66	3,095	08	1,340	25
23 Oshawa	1	59	00	422	12	248	10	729	22	400	00
24 Owen Sound	1	76	00	1,041	62	836	64	1,954	26	500	00
25 Paris	1	45	00	443	61	580	63	1,069	24	400	00
26 Parkhill	1	27	00	346	34	46	87	420	21	300	00
27 Pembroke	1	299	00	3,027	05	488	23	3,814	28	2,413	75
28 Perth	1	142	00	955	54	209	00	1,306	54	800	00
29 Peterborough	3	420	00	5,667	60	145	91	6,233	51	4,272	00
30 Picton	1	40	00	500	99	493	15	1,034	14	450	00
31 Port Arthur	1	107	00	1,200	00	11,603	77	12,910	77	1,440	00
32 Prescott	1	120	00	1,142	27	721	65	1,983	92	1,167	39
33 Preston	1	56	00	331	54	315	69	703	23	350	00
34 Rat Portage	2	109	00	1,600	00	657	59	2,366	59	1,552	00
35 Renfrew	2	166	00	1,987	60	1,356	51	3,510	11	1,266	14
36 St. Mary's	1	45	00	398	07	280	25	723	32	350	00
37 Sandwich	1	112	00	1,350	00	4,878	18	6,340	18	651	50
38 Sarnia	1	121	00	1,425	00	488	81	2,034	81	800	00
39 Sault Ste. Marie	1	180	00	3,582	69	390	40	4,153	09	1,200	00
40 Seaforth	1	56	00	706	86	11	45	774	31	508	50
41 Sturgeon Falls	1	144	00	1,313	15	1,327	85	2,785	00	810	00
42 Surbury	1	138	00	1,548	47	672	25	2,358	72	1,100	00
43 Thorold	1	86	00	700	00	179	65	965	65	550	00
44 Trenton	1	129	00	1,394	05	568	69	2,091	74	700	00
45 Vankleekhill	1	149	00	869	00	437	25	1,455	25	1,000	00
46 Walkerton	1	121	00	777	90	154	55	1,053	45	600	00
47 Wallaceburg	1	77	00	1,266	45	367	92	1,711	37	850	00
48 Waterloo	1	72	00	936	90	298	79	1,307	69	600	00
49 Whitby	1	31	00	222	64	256	50	510	14	300	00
Totals	59	6,416	00	70,683	11	40,873	17	117,972	28	50,637	11
Totals.											
* Counties, etc.	267	13,874	60	98,258	58	52,020	28	164,153	46	82,914	46
2 Cities	86	11,901	00	137,843	29	40,525	03	190,269	32	80,309	17
3 Towns	59	6,416	00	70,683	11	40,873	17	117,972	28	50,637	11
4 Grand totals, 1903	412	32,191	60	306,784	98	133,418	48	472,395	06	213,860	74
5 Grand totals, 1902	391	30,471	68	293,348	45	161,682	86	485,502	99	210,199	28
6 Increases	21	1,719	92	13,436	53	28,264	38	13,107	93	3,661	46
7 Decreases .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8 Percentages .....	.....	6.81	.....	64.94	.....	28.24	.....	.....	.....	50.4	.....

*In incorporated villages included with Counties, etc., there were 44 teachers, all female. Note—Cost per pupil,

SEPARATE SCHOOLS.—Continued.

Teachers, etc.—Concluded.

Turn.					Teachers.														
Sites, and building school houses.		Maps, apparatus, prizes, and libraries, etc.		All other purposes.		Total amount expended.		Balances.		Number of teachers.		Male.		Female.		Average salary, male.		Average salary female, (in addition members of Religious Orders received free residence.)	
\$		\$		\$		\$		\$								\$		\$	
1	405 61		8 00		612 42	2,726 03		44 86		7		7							243
2	37 00		50 00		672 78	1,524 78				3		3							255
3	54 00			1,	924 24	3,278 24	1,227 24			5		5							240
4	238 42				858 59	3,647 01	539 56			6		6				600			200
5	320 97			1,	591 17	3,812 14	28 65			4		4							225
6	655 10		30 55	1,	781 93	3,673 58	319 20			8		8							200
7			38 32	1,	931 00	3,469 32	418 76			8		8							225
8				3,	320 48	1,220 48	44 65			4		4							225
9	25 00		39 75		3,217 33	6,431 58				15		15		1			675		234
10	1,606 88				304 82	2,511 70	541 30			3		3							200
11	850 68		15 05		494 92	2,260 65				3		3							360
12	99 00				223 53	647 53	29 85			1		1							325
13			7 00		148 46	555 46	34 62			2		2							200
14	175 00		10 00	1,	200 00	3,545 00				12		12							180
15			61 18		391 14	1,027 32	145 33			2		2							287
16					797 70	2,962 40	41 81			7		7		1			750		250
17	31 55		24 81		445 62	1,723 86				5		5		1			650		225
18					63 54	363 54	82 50			1		1							300
19			125 00		480 80	1,205 80	78 13			3		3							200
20	384 00		30 30		332 38	2,050 58				4		4							331
21			13 00		100 00	363 00				1		1							250
22	2 10		23 29		271 29	1,637 53	1,457 55			4		4							335
23			9 50		319 72	729 22				2		2							200
24	228 80		18 00		168 05	914 85	1,039 41			2		2							250
25			1 84		184 54	586 38	482 86			2		2							200
26	45 86				45 17	391 03	29 18			1		1							300
27	239 23				930 98	3,633 96	180 32			10		10		1			550		211
28	238 34			1,	738 73	6,233 51	8 20			4		4							200
29	126 45		96 33	1,	92 73	542 73				14		14		1			700		263
30					585 52	12,907 52	3 25			2		2							225
31	10,882 00				287 57	1,467 56	516 36			4		4							309
32	12 60				132 63	495 13	208 10			1		1							292
33	12 60				539 07	2,229 52	137 07			4		4		2			450		290
34	136 00		2 45		1,071 05	2,337 19	1,172 92			6		6		1			460		235
35					152 65	563 55	159 77			1		1							850
36	60 90				513 10	6,180 30	159 88			4		4							200
37	5,015 70				620 00	1,420 00	614 81			4		4							200
38				2,	851 75	4,101 75	51 34			4		4							300
39	50 00				265 81	774 31				2		2							254
40					1,349 29	2,207 49	577 51			4		4							287
41			48 20	1,	254 72	2,354 72	4 00			4		4							275
42					318 36	874 86	90 79			3		3							200
43	6 50				503 97	1,944 27	147 47			4		4							175
44	596 50		143 80			1,017 50	437 75			6		6							167
45	17 50				378 04	999 29	54 16			4		4							150
46	21 25				195 85	1,045 85	665 52			2		2		1			550		300
47					346 72	1,076 44	231 25			3		3							167
48	129 72				14 95	465 53	44 61			1		1							390
49	150 58																		
22,935 74		796 37		31,061 11		105,430 33		12,541 95		210		10		200		583		235	
1	23,064 44	2,220 03	25,807 12	134,006 05	30,147 41	350	39	311	334	294									
2	34,861 43	3,953 65	65,758 36	184,882 61	5,386 71	336	49	287	397	215									
3	22,935 74	796 37	31,061 11	105,430 33	12,541 95	210	10	200	583	235									
4	80,861 61	6,970 05	122,626 59	424,318 99	48,076 07	896	98	798	391	228									
5	100,910 51	6,157 85	118,173 11	435,440 75	50,062 24	870	94	776	366	224									
6		812 20	4,453 48			26	4	22	25	4									
7	20,048 90			11,121 76	1,986 17														
8	19.05	1.64	28.9					10.94	89.06										

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

Counties, (including incorpo- rated villages but not cities or towns), etc.	Number of pupils.		Boys.	Girls.	Average daily attendance.	Percentage of average to total attendance.	Reading.					Writing.	Arithmetic.
							First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.	Fourth Reader.	Fifth Reader.	
1 Bruce	835	445	390	563	67	171	106	250	162	144	2	835	835
2 Carleton	1,549	752	797	916	59	473	318	341	252	155	10	1,549	1,549
3 Essex	2,261	1,198	1,063	1,265	56	807	400	419	353	270	12	2,261	2,261
4 Frontenac	428	211	217	224	52	98	51	57	95	113	14	428	428
5 Grey	269	131	138	116	43	69	33	60	56	47	4	269	269
6 Hastings	270	136	134	127	47	76	45	50	44	53	2	270	270
7 Huron	422	222	200	197	47	73	44	85	82	116	22	422	422
8 Kent	577	312	265	309	54	248	77	87	65	77	23	577	577
9 Lambton	71	37	34	34	48	16	7	11	20	15	2	71	71
10 Lanark	104	57	47	50	48	34	16	20	11	23	...	104	104
11 Leeds & Gren....	196	90	106	124	63	38	25	25	32	34	42	196	196
12 Lennox & Add....	89	45	44	46	52	21	6	27	11	22	2	89	89
13 Lincoln	136	70	66	96	70	33	22	21	34	26	...	136	136
14 Middlesex	172	94	78	101	59	17	30	21	39	55	10	172	172
15 Norfolk	77	37	40	47	61	22	7	14	20	14	...	77	77
16 Northumberland ..	225	114	111	140	62	64	31	30	50	41	9	225	225
17 Ontario	91	43	48	52	58	14	18	18	17	6	...	91	91
18 Peel	23	12	11	13	56	2	1	4	10	5	1	23	23
19 Perth	288	155	133	155	54	54	43	59	62	67	3	288	288
20 Peterborough	32	15	17	17	53	5	7	5	6	9	...	32	32
21 Pres. & Russell..	5,536	2,720	2,816	3,003	54	2,646	1,052	880	610	332	16	5,536	5,536
22 Renfrew	757	378	379	406	53	232	109	126	136	93	61	757	757
23 Simcoe	188	101	87	118	63	61	27	38	30	27	5	188	188
24 Storm't, Dundas & Glengarry	799	376	423	412	51	315	154	143	100	81	6	799	799
25 Waterloo	565	305	260	328	58	131	83	157	131	62	1	565	565
26 Wellington	437	235	202	272	62	94	59	107	78	92	7	437	437
27 Wentworth	20	11	9	5	25	2	5	5	4	4	...	20	20
28 York	79	42	37	51	64	26	13	30	8	2	...	79	79
29 Districts	1,371	708	663	585	42	784	206	217	104	54	6	1,371	1,371
Totals	17,867	9,052	8,815	9,773	54	6,626	2,995	3,307	2,623	2,050	266	17,867	17,867
Cities.													
1 Belleville	377	204	173	259	68	82	73	63	53	106	...	377	377
2 Brantford	320	154	166	225	70	63	54	80	60	63	...	320	320
3 Chatham	360	192	168	213	59	85	74	69	82	50	...	360	360
4 Guelph	367	183	184	284	77	67	58	101	73	68	...	367	367
5 Hamilton	1,644	838	806	1,208	73	479	238	300	302	226	99	1,644	1,644
6 Kingston	805	407	398	572	71	165	124	155	177	131	53	805	805
7 London	780	415	365	623	80	173	125	171	142	169	...	780	780
8 Ottawa	5,905	3,037	2,868	3,872	65	2,021	1,092	1,169	1,040	482	101	5,905	5,905
9 St. Catharines...	328	165	163	270	82	98	36	71	40	83	...	328	328
10 St. Thomas	240	123	117	199	83	50	40	49	44	57	...	240	240
11 Stratford	351	184	167	226	64	108	60	43	55	80	...	351	351
12 Toronto	5,085	2,625	2,460	3,449	68	1,307	676	1,203	1,099	599	201	5,085	5,085
13 Windsor	771	401	370	547	71	214	214	132	133	78	...	771	771
14 Woodstock	114	56	58	70	61	27	18	17	30	22	...	114	114
Totals	17,447	8,984	8,463	12,017	69	4,939	2,882	3,628	3,330	2,214	454	17,447	17,447

SEPARATE SCHOOLS.—Continued.

various branches of instruction, Maps, etc.

																								Maps and Prizes.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
																								Number of maps.	Number of schools giving prizes.	Number of trees planted on Arbor Day.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
Drawing.	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										

ROMAN CATHOLIC

II.—Table G.—Attendance, Pupils in the

Towns.	Number of pupils.		Boys.	Girls.	Average daily attendance.	Percentage of average to total attendance.	Reading.						Writing.	Arithmetic.
							First Reader, Part I.	First Reader, Part II.	Second Reader.	Third Reader.	Fourth Reader.	Fifth Reader.		
1 Alexandria	458	196	262	242	53	180	46	99	65	68	.....	458	458
2 Almonte	144	79	65	86	60	51	14	32	17	30	.....	144	144
3 Amherstburg	288	125	163	192	67	60	43	59	44	47	35	288	288	
4 Arnprior	404	216	188	255	63	111	59	50	109	75	.....	404	404
5 Barrie	156	75	81	111	71	34	15	37	27	43	.....	156	156
6 Berlin	477	253	224	338	71	76	55	134	136	76	.....	477	477
7 Brockville	405	181	224	274	68	92	53	93	93	74	.....	405	405
8 Cobourg	225	117	108	145	64	61	22	40	46	56	.....	225	225
9 Cornwall	930	452	478	606	65	290	199	223	117	101	.....	930	930
10 Dundas	132	64	68	66	50	19	35	37	19	22	.....	132	132
11 Fort William	196	105	91	130	66	63	24	56	25	28	.....	196	196
12 Galt	74	33	41	57	77	11	12	18	19	14	.....	74	74
13 Goderich	63	32	31	54	86	15	11	7	16	14	.....	63	63
14 Hawkesbury	827	408	419	608	73	319	190	183	87	48	.....	827	827
15 Ingersoll	69	30	39	56	81	17	15	12	16	9	.....	69	69
16 Lindsay	376	148	228	253	68	76	45	70	76	72	37	376	376	
17 Mattawa	278	124	154	178	64	79	48	56	39	45	11	278	278	
18 Newmarket	58	32	26	36	62	17	9	4	14	14	.....	58	58
19 Niagara Falls..	157	87	70	106	67	38	20	33	38	28	.....	157	157
20 North Bay	296	150	146	184	62	119	41	49	46	41	.....	296	296
21 Oakville	45	27	18	26	58	12	5	12	5	11	.....	45	45
22 Orillia	231	129	102	178	77	42	32	57	48	52	.....	231	231
23 Oshawa	90	37	53	64	71	14	11	19	26	20	.....	90	90
24 Owen Sound.....	116	57	59	79	68	35	8	17	26	30	.....	116	116
25 Paris	65	29	36	49	75	10	6	12	17	20	.....	65	65
26 Parkhill	51	24	27	29	57	7	6	15	10	13	.....	51	51
27 Pembroke	574	299	275	372	65	149	120	118	105	82	.....	574	574
28 Perth	249	132	117	180	72	62	36	30	68	55	.....	249	249
29 Peterborough ..	779	408	371	498	64	194	145	167	157	116	.....	779	779
30 Picton	53	27	26	36	68	14	8	9	11	11	.....	53	53
31 Port Arthur	226	114	112	149	66	67	25	45	40	49	.....	226	226
32 Prescott	199	112	87	117	59	47	12	37	39	64	.....	199	199
33 Preston	89	49	40	65	73	25	7	16	28	13	.....	89	89
34 Rat Portage.....	219	100	119	142	65	76	40	25	50	28	.....	219	219
35 Renfrew	276	145	131	202	73	89	51	54	53	29	.....	276	276
36 St. Marys	74	30	44	50	67	17	11	10	12	24	.....	74	74
37 Sandwich	187	87	100	97	52	79	20	48	22	18	.....	187	187
38 Sarnia	222	112	110	142	64	47	33	50	53	39	.....	222	222
39 Sault Ste. Marie	258	131	127	139	54	85	36	32	52	53	.....	258	258
40 Seaforth	104	52	52	54	52	13	18	17	25	31	.....	104	104
41 Sturgeon Falls..	356	179	177	184	52	196	76	37	29	14	4	356	356	
42 Sudbury	240	113	127	172	72	64	70	45	18	35	8	240	240	
43 Thorold	113	45	68	90	80	28	15	17	31	22	.....	113	113
44 Trenton	160	74	86	142	88	21	25	37	46	31	.....	160	160
45 Vankleekhill	285	132	153	153	54	56	73	52	53	51	.....	285	285
46 Walkerton	180	77	103	142	79	34	20	40	44	42	.....	180	180
47 Wallaceburg	169	88	81	89	52	75	15	28	15	36	.....	169	169
48 Waterloo	135	61	74	94	70	24	19	40	36	16	.....	135	135
49 Whitby	45	23	22	32	71	3	6	11	9	16	.....	45	45
Totals	11,803	5,800	6,003	7,748	66	3,313	1,905	2,389	2,175	1,926	95	11,803	11,803	
Totals.														
41 Counties, etc ..	17,867	9,052	8,815	9,773	54	6,626	2,995	3,307	2,623	2,050	266	17,867	17,867	
2 Cities	17,447	8,984	8,463	12,017	69	4,939	2,882	3,628	3,330	2,214	454	17,447	17,447	
3 Towns	11,803	5,800	6,003	7,748	66	3,313	1,905	2,389	2,175	1,926	95	11,803	11,803	
4 Grand tot's, 1903	47,117	23,846	23,281	29,538	62.69	14,878	7,782	9,324	8,128	6,190	815	47,117	47,117	
5 Grand tot's, 1902	45,964	23,314	22,600	28,817	62.69	14,544	7,956	8,709	7,906	6,093	756	45,964	45,964	
6 Increases	1,153	522	631	721	.....	334	.....	615	222	97	59	1,153	1,153
7 Decreases .....	.....	.....	.....	.....	.....	.....	174	.....	.....	.....	.....	.....	.....
8 Percentages .....	.....	50.59	49.41	62.69	.....	31.58	16.51	19.8	17.25	13.13	1.73	100	100

In incorporated villages included with Counties, etc., there were 2,663 pupils, with an average daily attendance of

SEPARATE SCHOOLS.—Concluded.

various branches of instruction, Maps, etc.—Concluded.

	Drawing.	Geography.	Music.	Grammar and Composition.	English History.	Canadian History.	Temperance and Hygiene.	Drill and Calisthenics.	Bookkeeping.	Algebra.	Geometry.	Botany.	Elementary Physics.	Agriculture.	Maps and Prizes.			
															Number of maps.	Number of schools giving prizes.	Number of trees planted on Arbor Day.	
1	458	278	458	278	133	133	133	458								10	2	29
2	144	79	144		79	30	30	30						20		13	1	
3	253	253		155	47	91	47	253	15	35	35		35			16		
4	404	234	404	234	75	75	75	329								20		
5	156	156	156	156	43	70	43	156								14		
6	477	346	477	346	76	212	346	477								29		
7	405	313	405	260	74	167	167	405								20		
8	225	142	225	164	56	78	56	225								10		
9	930	577	930	577	101	218	218	930								35	3	
10	132	58	132	58	35	35	35	132								18		
11	196	109		109	28	53	53	196								6		
12	74	60	74	60	14	20	14	74								7		
13	63	63	63	37	14	30	37	63								1		
14	827	440	827	553	44	398	44	827	45	24	24					18		2
15	69	69	69	69	15	25	25	44								7		
16	376	255	376	255	120	211	120	376	37	37	37		37			12		
17	278	207	278	207	51	66	40	278	11	11	11	2	6	8		3		
18	58	32	58	32	14	14	14	58								8		
19	157	99	157	99	28	28	28	157								15		
20	296	136		136	55	87	41									12		
21	45	45	45	16	16	100	33	45								4		
22	231	189	231	100	52	100	100	231								11		
23	90	76	90	76	20	32	32	90								5		
24	116	73	58	73	56	56	56	116								4		
25	65	49		49	20	37	37	37								8		
26	51	38	51	38	13	23	13									10		
27	574	425	500	425	82	187	251	574								4		
28	249	187	249	151	55	121	121	249								28		
29	779	441	779	584	116	274	274	723								8		
30	53	38		31	11	119	22	31								6		
31	226	159	226	226	49	103	89	226								15		
32	199	152	199	199	64	103	64	59								10		
33	89	58		58	7	31	31									10		
34	219	219	219	103	28	78	103	219								27		6
35	276	187	50	187	29	82	82	276								10		
36	74	39	74	48	27	27	27									9		
37	187	108		88	18	40	108									17		
38	222	175		92	39	92	39	222								10		
39	258	137	258	173	105	105	105	104								10		
40	104	73		91	31	56	31									8		
41	356	84	356	170	18	47	61	356								11		
42	240	240	240	240	42	32	70	113	4	4	4			8		8		
43	113	70	113	70	31	77	114	160								18		
44	160	160	160	285	50	104	51	285								12		13
45	285	285	285	180	42	86	180	180								22		
46	180	180	180	180	36	51	51	169						36		8		
47	169	94	169	52	16	52	16	135								10		
48	135	92	135	52	16	52	16									8		
49	36	25	25	36	16	25	16									1		
11,759 8,004 9,925 7,906 2,165 4,190 3,748 10,566 120 119 119 2 78 82 582 24 50																		
1	15,221	9,534	5,970	8,433	2,624	4,732	4,555	9,177	359	253	249	55	197	1,004	1,582	117	353	
2	16,678	12,674	16,349	12,270	3,280	6,577	12,256	15,963	814	398	398	116	129	44	849	50	68	
3	11,759	8,004	9,925	7,906	2,165	4,190	3,748	10,566	120	119	119	2	78	82	582	24	50	
4	43,658	30,212	32,241	28,609	8,069	15,499	20,559	35,706	1,293	770	766	173	404	1,130	3,013	191	471	
5	41,952	29,788	31,559	27,409	7,544	15,035	14,687	34,459	1,026	727	714	66	333	2,076	2,976	173	449	
6	1,706	424	685	1,200	525	464	5,872	1,247	267	43	52	107	71	946	37	18	22	
7																		
8	92.66	64.12	68.43	60.72	17.12	32.89	43.63	75.78	2.74	1.63	1.62	.36	.85	2.39				

1615; the numbers in the Readers were: 1st Part I, 1055; Part II, 484; 2nd, 488; 3rd, 335; 4th, 245; 5th, 56.

COLLEGIATE INSTITUTES

I.—Table H.—

Collegiate Institutes.	Receipts.						
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.
	\$ c.	\$ e.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Aylmer	906 35	1,455 34	1,650 00	1,008 60	363 91	5,393 60	3,668 00
2 Barrie	a 1,148 58	1,148 58	1,300 00	1,649 00	2,244 43	7,490 59	5,720 64
3 Brantford	a 1,329 45	.....	7,900 00	2,476 90	1,023 97	12,730 32	9,000 00
4 Brockville	1,163 36	1,243 50	6,300 00	1,199 61	1,103 38	11,009 85	6,933 36
5 Chatham	a 1,319 46	.....	6,554 00	1,633 95	1,360 45	10,867 86	8,050 00
6 Clinton	963 31	1,508 45	1,700 00	902 00	81 09	5,254 76	4,441 75
7 Cobourg	ab 1,713 70	2,083 59	2,460 56	1,040 00	447 18	7,744 94	5,160 00
8 Collingwood	a 981 40	1,118 00	3,100 00	1,140 50	654 95	6,994 85	4,510 00
9 Galt	a 1,276 09	1,865 19	4,000 00	1,947 00	442 55	9,530 76	7,193 32
10 Goderich	a 1,102 12	1,300 25	2,600 00	1,260 00	2,862 57	9,124 94	5,343 60
11 Guelph	a 1,198 97	.....	5,805 24	1,215 80	476 57	8,696 58	6,499 09
12 Hamilton	ac 5,906 93	.....	12,959 97	4,205 75	244 00	23,316 65	17,162 75
13 Ingersoll	1,013 28	1,495 80	2,400 00	616 25	402 12	5,927 45	4,860 00
14 Kingston	b 2,569 18	.....	6,400 00	4,555 96	854 10	14,390 24	11,362 68
15 Lindsay	a 1,241 62	2,159 78	3,714 10	1,467 25	542 74	9,124 89	6,712 37
16 London	b 1,555 60	1,200 00	23,043 79	3,877 00	712 89	30,399 28	21,722 50
17 Morrisburg	a 1,098 45	3,396 33	2,240 77	.....	3,479 44	10,214 99	5,082 96
18 Napanee	a 1,129 46	2,700 00	2,800 00	101 00	2,014 13	8,744 99	5,279 20
19 Niagara Falls	a 1,167 26	1,387 20	4,700 00	135 55	648 94	8,038 95	5,830 00
20 Orillia	a 1,129 42	1,129 42	2,600 00	1,413 95	1,537 17	7,839 96	5,380 00
21 Ottawa	1,336 32	.....	16,010 60	10,109 50	5,418 51	32,874 33	18,205 00
22 Owen Sound	a 1,278 17	2,468 30	5,972 00	2,335 00	2,101 63	14,155 10	9,515 00
23 Perth	955 51	1,248 30	3,594 86	333 00	210 31	6,341 98	4,504 00
24 Peterborough	a 1,313 47	7,500 00	.....	2,526 75	90 00	11,435 22	8,103 20
25 Renfrew	b 1,259 76	1,522 87	2,450 00	36 75	2,195 13	7,374 51	5,010 30
26 Ridgetown	a 1,043 96	2,099 44	2,400 00	1,025 00	2,417 58	8,982 98	4,415 30
27 St. Catharines	a 1,269 97	3,687 34	6,903 37	65 00	278 63	12,204 31	7,895 98
28 St. Marys	951 74	973 66	2,475 00	974 65	329 11	5,704 16	4,476 75
29 St. Thomas	a 1,332 51	1,635 81	7,877 50	1,798 60	164 90	12,809 12	9,355 68
30 Sarnia	1,137 28	2,127 04	7,200 00	77 25	.....	10,541 57	6,966 60
31 Seaforth	a 1,018 11	1,856 65	1,903 00	1,314 65	1,735 71	7,825 03	4,632 09
32 Stratford	b 2,162 20	1,300 60	6,000 00	3,643 95	1,735 17	14,842 22	9,081 54
33 Strathroy	a 1,020 01	2,035 77	1,900 00	1,083 00	161 75	6,200 53	5,080 00
34 Toronto (Harbord)	a 1,393 15	.....	22,960 67	5,875 00	4,007 17	34,235 99	20,684 00
35 Toronto (Jameson)	a 1,371 63	.....	17,950 67	3,350 00	269 66	22,952 01	16,260 00
36 Toronto (Jarvis)	a 1,379 55	.....	17,960 66	5,559 75	353 67	25,253 63	17,642 13
37 Toronto Junction	1,023 93	789 91	4,520 00	1,752 00	330 89	8,416 73	5,820 00
38 Vankleek Hill	a 870 16	2,115 16	800 00	.....	854 90	4,540 22	3,571 61
39 Whitby	892 78	1,386 90	2,254 00	419 00	214 82	5,167 50	4,216 90
40 Windsor	1,273 92	.....	12,200 00	33 00	1,606 79	15,113 71	7,450 91
41 Woodstock	ab 2,336 95	1,572 71	4,150 00	1,838 12	272 72	10,169 60	7,300 00
Totals	56,545 45	59,621 21	251,717 56	76,025 84	46,156 54	490,066 60	330,079 08

a Grant (\$50) for Cadet Corps included.

b Grant for Technical Education included.

AND HIGH SCHOOLS.

Financial Statement.

Expenditure.

Buildings, sites and all permanent improvements.		Repairs to school accommodations.		Library, scientific apparatus, maps, etc., drawing models or equipment for physical education.		School books, stationery, prizes, fuel, examinations and other expenses.		Total expenditure.		Balances.		Charges per Year.
\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	
1	64 21	47 45				1,613 94		5,393 60				10.00; Res. Form I., 5.00.
2		272 65				1,327 95		7,321 25		169 34		10.00.
3		113 58				2,854 02		11,967 60		762 72		Res. 10.00; Non-res., 16.00.
4		550 00	6 30			2,007 56		9,496 92		1,512 93		F. I., 5.00; F's II., III., IV., 10.00; Co., 5.00.
5	853 45		197 14			1,767 27		10,867 86				City, 6.00; Co., 10.00; Form I., City free.
6		13 50	22 00			777 51		5,254 76				6.00; 8.00; 10.00.
7	121 96		75 23			1,686 83		7,044 02		700 92		12.00.
8	1,097 00	743 93	33 84			218 64		6,603 41		391 44		Town, 7.50; others, 10.00.
9		16 89	129 77			1,563 86		8,893 84		636 92		Co., 10.00; others, 14.00.
10		30 02	136 52			1,026 35		6,536 89		2,588 05		Res., 5.00, 7.00, 10.00; Co., 6.00, 8.00, 10.00; non-res., 8.00, 10.00, 12.00.
11		120 35	102 47			1,539 71		8,252 53		444 05		City, free; Co., 10.00; others, 20.00.
12		492 50				5,661 40		23,316 65				Res., F. I., 2.50; other F's, 10.00; non-res., 20.00.
13		161 03	82 35			821 41		5,924 79		2 66		7.50.
14		189 20	657 69			1,490 57		13,700 34		679 90		5.00 to 33.00.
15	749 77	106 78	105 40			1,450 57		9,124 89				7.50; 10.00.
16		548 60	372 59			7,401 54		30,045 23		354 05		Res., free 1st year; others, 10.00; Co., 10.00; other Cos., 30.00.
17		53 66	78 48			918 13		6,133 23		4,081 76		Free.
18	112 00	113 94	69 33			1,229 34		6,803 81		1,940 78		Co., free; others, 10.00.
19	271 83	373 80	24 64			1,538 14		8,038 16		79		Free.
20	186 95	235 31				1,328 63		7,130 14		709 72		Town, 5.00; others, 10.00.
21	9,069 38	890 18	307 08			4,402 69		32,874 33				Res., 20.00, 25.00; non-res., 45.00, 50.00.
22	67 15	684 95				1,593 63		11,860 73		2,294 37		Res., 8.00-12.00; Co., 10.00; non-res., 12.00-15.00.
23	350 10	36 24	45 74			1,177 25		6,113 53		228 65		Co., 5.00; non-res., 16.00.
24	1,100 00					1,880 38		11,083 58		351 64		F. I., 5.00; other F's, 10.00; non-res., 25.00.
25	305 58	425 87	352 44			1,166 58		7,260 47		114 04		Res., free; non-res., 15.00.
26	61 08		3 75			4,015 66		8,495 79		487 19		Town, F's II., III., IV., 6.00; others, 10.00.
27	298 53	842 37				3,153 60		12,190 48		13 83		Res., free; non-res., 16.00.
28	218 00	25 30	70 11			906 30		5,696 46		7 70		Town, 5.00; others, 10.00.
29	460 71	99 17	67 93			2,825 63		12,809 12				City, F's I. & II., free; III. & IV., 10.00; Co., 10.00; others, 30.00.
30	205 25		200 16			2,627 94		9,999 95		541 62		Free.
31	8 00	86 15	51 24			892 68		5,670 16		2,154 87		F. I., 6.00; II., 8.00; III. & IV., 10.00.
32	237 23		76 49			4,627 89		14,023 25		819 07		10.00.
33						1,050 40		6,130 40		70 13		F. I., town, free; others, 10.00.
34	5000 00	1,699 45	123 44			6,578 57		34,085 46				F. I., free; others, 13.00 to 32.00.
35		165 71	219 01			6,532 75		23,168 47				F. I., free; others, 7.00 to 32.00.
36		344 34	236 42			6,964 81		25,187 40				F. I., free; others, 7.00 to 32.00; 6.00 extra to non-res.
37	883 63		252 29			1,427 90		8,383 82		32 91		10.00; 15.00.
38	15 00	375 11	72 30			606 14		4,640 02				Free.
39	167 66	72 97				622 25		5,078 88		88 62		H. S. D., 6.00; Co., 7.50; others, 10.00.
40	5,367 50	368 96	63 54			1,862 70		15,113 71				Free.
41	590 90	45 93	55 10			2,177 67		10,169 60				City and Co., 7.50; others, 10.00
27,851 72		10,345 89	4,282 19			95,317 05		467,885 93		22,180 67		9 free; 32 fee.

c Grant (\$4,500) for Normal College included.

COLLEGIATE INSTITUTES

I.—Table H.—

High Schools.	Receipts.						
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
1 Alexandria	651 78	734 74	1,330 00	.....	1,903 02	4,619 54	2,610 00
2 Almonte	716 40	716 40	2,336 87	173 75	552 29	4,495 71	3,235 25
3 Arnprior	610 20	610 20	1,800 00	129 00	1,761 56	4,910 96	2,450 00
4 Arthur	a 667 22	911 81	850 00	726 50	183 30	3,338 83	2,207 00
5 Athens	688 84	2,408 84	1,350 00	352 00	494 68	5,294 36	3,134 70
6 Aurora	610 13	700 00	650 00	693 00	496 00	3,149 13	2,170 83
7 Beamsville	484 60	530 00	700 00	9 00	240 71	1,964 31	1,215 00
8 Belleville	828 79	345 00	4,221 66	208 50	.....	5,603 95	4,525 00
9 Berlin	b 1,730 18	1,967 58	10,528 81	1,524 00	433 34	16,184 21	6,025 60
10 Bowmanville	797 12	797 18	2,295 00	459 70	858 82	5,207 88	3,667 85
11 Bradford	582 48	886 51	600 00	656 50	60 36	2,785 88	1,780 31
12 Brampton	838 81	1,768 81	2,100 00	1,179 00	69 78	5,956 40	4,710 00
13 Brighton	480 31	797 76	500 00	131 60	503 26	2,412 93	1,750 01
14 Caledonia	574 23	1,424 23	811 00	79 00	673 61	3,562 07	2,135 39
15 Campbellford	662 14	910 14	1,906 04	631 50	106 50	4,216 32	3,077 60
16 Carleton Place	666 55	666 55	2,700 00	139 50	699 18	4,871 78	3,230 00
17 Cayuga	576 01	1,891 88	650 00	.....	336 19	3,454 08	2,145 59
18 Colborne	464 06	484 22	1,230 08	124 75	1,364 21	3,667 38	1,560 00
19 Cornwall	853 13	4,114 26	3,547 97	64 00	682 60	9,261 90	4,750 00
20 Deseronto	639 40	.....	2,700 00	164 25	342 49	3,846 14	2,571 84
21 Dundas	a 697 58	1,047 58	558 41	565 50	599 74	3,468 81	2,489 40
22 Dunnville	a 692 54	1,926 79	800 00	36 00	908 75	4,364 08	2,935 33
23 Dutton	587 43	1,461 28	700 00	601 00	544 18	3,893 89	2,568 49
24 East Toronto . . . . .	.....	.....	1,500 00	169 00	.....	1,669 00	701 00
25 Elora	546 92	759 00	800 00	517 50	189 26	2,812 68	2,179 50
26 Essex	b 1,158 91	1,967 50	2,000 00	73 70	89 79	5,289 90	3,010 00
27 Fergus	583 18	583 18	1,890 00	407 50	999 51	4,373 37	2,225 00
28 Forest	600 79	1,321 48	500 00	400 00	726 21	3,548 48	2,200 00
29 Fort William	943 64	.....	2,324 45	.....	188 95	3,457 04	1,943 40
30 Gananoque	674 30	924 30	1,921 98	124 50	24 00	3,669 08	2,506 94
31 Georgetown	599 14	599 14	1,228 01	687 75	.....	3,114 04	2,300 00
32 Glencoe	609 64	642 91	800 00	613 50	85 96	2,752 01	1,971 00
33 Gravenhurst	972 40	.....	1,200 00	362 00	52 49	2,566 82	1,643 50
34 Grimsby	439 97	559 40	2,015 78	.....	994 28	4,009 43	1,300 00
35 Hagersville	616 72	616 72	790 08	.....	1,649 25	3,672 77	2,319 90
36 Harriston	625 38	625 38	1,300 00	872 25	4,720 59	8,143 60	2,890 41
37 Hawkesbury	604 27	1,604 27	.....	.....	1,135 75	3,394 29	2,150 00
38 Iroquois	728 84	2,396 05	1,200 00	.....	737 33	5,062 82	3,100 00
39 Kemptville	724 98	1,687 06	672 07	1,427 85	89 00	4,600 96	3,707 75
40 Kincardine	759 31	1,430 59	1,142 37	1,057 00	811 27	5,200 54	3,347 31
41 Leamington	685 90	1,335 32	1,450 00	61 00	2,735 77	6,268 00	3,485 00
42 Listowel	660 90	800 00	800 00	927 50	285 12	3,473 52	2,675 03
43 Lucan	685 58	938 75	900 00	1,098 00	124 04	3,746 37	2,574 50
44 Madoc	573 50	1,580 47	700 00	581 00	188 03	3,623 00	2,149 05
45 Markham	a 571 76	1,530 00	400 00	1,297 00	683 14	4,641 90	3,300 00
46 Meaford	800 83	1,705 18	2,225 00	750 50	156 45	5,637 96	3,489 90
47 Mitchell	647 80	799 20	1,200 00	500 00	230 00	3,377 96	2,424 00
48 Mount Forest	a 759 91	1,233 05	1,400 00	755 25	296 00	4,444 20	3,048 09
49 Newburgh	552 25	1,655 27	485 49	.....	347 70	3,040 71	2,220 00
50 Newcastle	473 59	473 59	1,000 00	139 00	782 50	2,868 61	1,250 00
51 Newmarket	659 65	782 00	800 00	840 00	442 60	3,524 21	2,380 75
52 Niagara	433 06	490 00	550 00	.....	242 50	1,715 56	1,250 00
53 Niagara Falls S.	578 52	578 52	1,087 55	.....	976 64	3,221 23	2,135 00
54 North Bay	849 76	.....	1,840 00	4 50	59 57	2,753 83	2,176 80
55 Norwood	a 648 57	655 38	2,755 25	610 00	151 25	4,820 45	2,200 00

AND HIGH SCHOOLS.—Continued.

Financial Statement.—Continued.

Expenditure.						Charges per Year.
Buildings, sites and all permanent improvements.	Repairs to school accommodations.	Library, scientific apparatus, maps, etc., drawing models or equipment for physical education.	School books, stationery, prizes, fuel, examinations and other expenses.	Total expenditure.	Balances.	
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	
1 129 40		76 50	1,123 71	3,399 61	679 93	Free.
2 300 00			577 93	4,113 18	382 53	Res., 1.00; Co., 6.00; others, 11.00.
3 500 00	49 60		575 13	3,574 73	1,336 23	Res., free; non-res., 10.00
4 152 00	180 16	221 22	578 45	3,338 83		10.00.
5 410 10	37 50	16 71	561 79	4,160 80	1,133 56	Res., free; Co., 5.00; others, 10.00.
6	97 92	33 71	356 69	2,659 15	489 98	10.00.
7	50		439 26	1,654 76	309 55	Free.
8			1,078 95	5,603 95		Res., free; others, 25.00
9 7,119 86	702 59	318 69	2,017 47	16,184 21		10.00.
10 201 00	26 50		880 29	4,775 64	432 24	F. I., 4.00; F. II., 6.00; F. III. & IV., 7.50.
11			646 24	2,426 55	359 30	F. I., free; others, 10.00.
12	42 65	108 53	746 50	5,607 68	348 72	10.00.
13	20 73	30 24	360 68	2,161 69	251 24	Res., free; Co., 7.50.
14 31 69	277 56		734 60	3,179 24	382 83	Free; other Cos., 4.50.
15 181 02		60 50	897 20	4,216 32		Res., 6.00; Co. and non-res., 7.50.
16	238 71	50 00	665 85	4,184 56	687 22	Res., free; Co., 5.00; non-res., 10.00.
17	249 71		496 66	2,891 96	562 12	Free.
18 132 90	21 20	56 76	300 28	2,071 14	1,596 24	Free; non-res. and Co., 7.50.
19		315 00	1,154 40	6,219 40	3,042 56	Free.
20	305 82	11 40	795 57	3,684 63	161 51	Res., free; others, 10.00.
21	87 98	53 57	619 82	3,250 77	218 04	Town, 9.50; Co., 10.00.
22 139 05	128 03	381 56	780 11	4,364 08		Town and Co., free; others, 10.00.
23 189 76	101 50	130 68	118 33	3,108 76	785 13	10.00.
24 472 80	61 25	249 44	102 83	1,587 32	81 68	Res., 10.00; non-res., 20.00.
25 138 70	29 89	28 36	421 77	2,798 22	14 46	Res., 5.00; non-res. and Co., 10.00.
26	680 84	28 80	1,105 87	4,825 51	464 39	Co. free; others, 10.00.
27 49 22	16 89	11 13	1,368 21	3,670 45	702 92	10.00.
28		196 70	284 36	2,681 06	867 42	10.00.
29 471 50	5 00	95 22	941 92	3,457 04		Free.
30 1 40	178 15	99 04	883 55	3,669 08		Free to res.; Co. & non-res., 5.00.
31 2 50	7 25	52 29	752 00	3,114 04		F. I., 7.00; others, 10.00.
32	148 56		632 45	2,752 91		10.00.
33 25 62		51 11	670 88	2,391 11	175 71	10.00.
34 1,710 15	15 44		138 96	3,164 55	844 88	Free.
35	34 15	10 10	1,308 62	3,672 77		Free.
36 2,127 84	13 65	300 25	582 95	5,915 10	2,228 50	10.00.
37			534 71	2,684 71	709 58	Free.
38		63 20	1,327 60	4,490 80	572 02	Free.
39	136 47	20 65	736 09	4,600 96		Res., free; Co., 5.00; non-res., 65 per cent. of cost.
40	330 82	93 70	794 91	4,566 74	633 80	H. S. Dist., 8.00; others, 10.00.
41 16 20	14 17	23 94	2,356 83	5,896 14	371 86	Co., free; non-res., 10.00.
42	10 40	55 00	680 19	3,420 59	52 93	F. I., 7.00; others, 10.00.
43		24 16	1,097 51	3,696 17	50 20	10.00.
44 24 51			1,241 58	3,415 14	207 86	H. S. Dist., 7.00; Co., 10.00.
45	180 42	63 11	680 61	4,224 14	417 76	10.00.
46			2,032 14	5,522 04	115 92	Town, 8.00; others, 10.00.
47	76 01		511 12	3,011 13	366 85	Res., 6.00; non-res., 10.00.
48	80 21	161 42	1,105 37	4,395 09	49 20	10.00; F. I., free to res.
49 84 04		42 23	443 57	2,789 84	250 87	Free.
50 74 50	57 25	25 00	405 83	1,812 58	1,056 10	7.50.
51 28 72	38 60	98 34	705 17	3,251 58	272 67	10.00.
52	106 96		288 96	1,645 92	69 64	Free.
53	45 64	51 90	632 60	2,865 22	356 01	Free.
54			577 03	2,753 83		Free.
5	1,025 34		1,385 11	4,610 45	210 00	6.00.

COLLEGIATE INSTITUTES

I.—Table H.—

High Schools.	Receipts.						
	Legislative grants.	Municipal grants (county).	Municipal grants (local).	School fees.	Balances and other sources.	Total receipts.	Teachers' salaries.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
56 Oakville	492 70	1,260 87	914 53	303 00	35 54	3,006 64	2,040 00
57 Omemece	458 84	458 84	566 35	154 00	.....	1,758 03	1,421 68
58 Orangeville	842 95	1,050 00	1,800 05	1,405 75	.....	5,098 75	3,935 00
59 Oshawa	764 52	764 52	3,888 00	968 91	653 92	7,039 87	4,416 60
60 Paris	633 14	633 14	2,200 00	249 60	539 05	4,254 93	2,600 00
61 Parkhill	582 36	582 36	725 00	842 10	395 25	3,127 07	2,112 75
62 Pembroke	740 41	740 41	3,522 96	.....	4 70	5,008 48	3,515 25
63 Petrolea	724 40	1,730 95	2,600 00	.....	2,572 04	7,627 39	3,742 26
64 Picton	854 16	2,500 00	3,000 00	6 00	705 11	7,065 27	4,516 68
65 Port Arthur	1,133 72	.....	2,707 16	.....	39 25	3,880 13	2,533 51
66 Port Dover	455 84	455 84	889 12	.....	46 43	1,847 20	1,400 00
67 Port Elgin	580 78	756 00	1,100 00	509 75	43 63	2,990 16	2,370 00
68 Port Hope	849 78	849 78	1,420 46	1,237 75	1,574 53	5,932 30	4,458 01
69 Port Perry	a 717 52	1,044 20	1,335 86	436 25	98 42	3,632 25	2,700 00
70 Port Rowan	429 79	575 36	623 17	.....	.....	1,628 32	1,309 95
71 Prescott	608 92	406 73	2,021 40	63 50	65 49	3,166 04	2,191 66
72 Rat Portage	1,004 60	.....	1,490 31	.....	370 00	2,864 91	2,000 00
73 Richmond Hill	482 40	808 14	250 00	570 00	270 47	2,381 01	1,693 80
74 Sault Ste. Marie	990 48	.....	1,950 00	666 50	692 59	4,299 57	2,665 00
75 Simcoe	801 39	2,089 15	1,812 05	4 00	46 00	4,752 59	3,800 00
76 Smith's Falls	684 90	.....	2,928 91	271 00	70 75	3,955 56	3,390 00
77 Smithville	512 54	685 00	512 54	31 75	1,125 32	2,867 21	1,730 00
78 Stirling	482 30	188 09	1,800 00	362 00	100 00	2,832 39	1,800 00
79 Streetsville	455 98	955 98	250 00	165 00	700 45	2,527 41	1,333 75
80 Sydenham	547 71	1,600 00	.....	483 20	711 98	3,342 89	2,220 00
81 Thorold	587 59	587 59	1,700 00	.....	307 75	3,182 93	1,980 00
82 Tillsonburg	643 11	643 11	1,500 00	248 00	420 35	3,454 57	2,292 00
83 Trenton	629 52	211 03	2,562 04	314 56	364 99	4,082 14	2,775 20
84 Uxbridge	a 678 97	1,049 80	1,095 00	507 60	55 90	3,387 27	2,691 32
85 Vienna	443 98	443 98	500 00	.....	874 07	2,262 05	1,200 00
86 Walkerton	735 42	1,201 63	1,500 00	681 00	1,040 34	5,158 39	3,800 00
87 Wardsville	443 48	447 48	395 00	181 00	250 09	1,713 05	1,200 00
88 Watford	511 89	911 89	450 00	243 00	232 41	2,349 19	1,800 00
89 Watford	611 01	1,290 95	600 00	.....	840 12	3,342 08	2,134 45
90 Watford	667 55	1,660 25	.....	454 00	2,222 94	5,004 74	2,788 40
91 Welland	679 68	1,705 21	2,000 00	.....	696 22	5,081 11	3,050 00
92 Weston	509 22	700 00	520 00	426 00	175 43	2,330 62	1,685 00
93 Wiarton	609 10	691 35	1,350 00	392 85	89 39	3,132 69	2,316 05
94 Williamstown	614 76	614 76	2,994 60	.....	6,054 33	10,278 45	2,577 25
1 Totals, High Schools	62,227 37	89,666 82	141,248 33	35,002 42	58,525 77	386,670 76	241,479 56
2 do Collegiate Insts.	56,545 45	59,621 21	251,717 56	76,025 84	46,156 54	490 966 60	330,079 08
3 Grand totals 1903	118,772 82	149,288 03	392 965 94	111,028 26	104,682 31	876,737 36	571,558 64
4 do do 1902	112,650 00	130,124 69	384,401 05	105,801 01	99,876 28	832,853 03	547,401 85
5 Increases	6,122 82	19,163 34	8,564 89	5,227 25	4,806 03	43,884 33	24,156 79
6 Decreases .....	.....	.....	.....	.....	.....	.....	.....
7 Percentages	13.55	17.03	44.82	12.66	11.34	.....	70.04

Cost per pupil, \$31.72.

AND HIGH SCHOOLS.—Continued.

Financial Statement.—Concluded.

Expenditure.							Charges per year.	
Buildings, sites and all permanent improvements.	Repairs to school accommodations.	Library, Scientific apparatus, maps, etc., drawing models or equipment for physical education.	School books, stationery, prizes, fuel, examinations and other expenses.	Total expenditure.	Balances.			
\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.			
56.....	212 95	129 72	623 97	3,006 64	5.00; 8.00.			
57.....	2 40	6 82	327 15	1,758 03	Free, H. S. Dist.; others, 10.00.			
58.....	162 25	44 63	761 61	4,903 49	195 26	H. S. Dist., 9.00; others, 10.00.		
59 1,479 62	114 68	143 10	885 87	7,939 87	7.50.			
60.....	142 41	59 00	1,079 19	3,880 60	374 33	Free; Co. and non-res., 10.00.		
61.....	71 21	6 25	420 53	2,610 74	516 33	6.00; 8.00; 10.00.		
62 21 25	28 25	32 84	1,410 89	5,008 48		Free.		
63 603 50	36 14	2 00	516 32	4,900 22	2,727 17	Free.		
64.....			1,439 13	5,955 81	1,109 46	Free; non-res., 10.00.		
65.....	467 30		873 32	3,874 13	6 00	Free.		
66 159 35		64 33	223 52	1,847 20		Free.		
67 25 23		27 84	381 25	2,804 29	185 87	Res., 6.50; others, 10.00.		
68 350 00		66 80	1,057 49	5,932 30		Co., 7.50; town and others, 9.00.		
69 369 69	36 33	66 52	379 26	3,551 85	80 40	7.50.		
70.....	153 07	6 35	158 95	1,628 32		Free.		
71.....	65 75	58 16	796 63	3,112 20	53 84	Res., free; non-res., 5.00.		
72.....	30 00	164 96	669 95	2,864 91		Free.		
73 39 10	48 26		413 53	2,099 69	131 32	10.00.		
74 540 00		251 72	830 00	4,236 72	12 85	10.00.		
75 8 25	3 50	162 65	778 19	4,752 59		Free to Co.; non-res., 10.00.		
76.....	85 10		480 46	3,955 56		Res., free; Co., 5.00; others, 10.00.		
77.....	5 25	69 97	316 01	2,121 23	745 98	Free; Commercial, 5.00; F. IV., 10.00.		
78.....		64 33	615 25	2,479 63	352 76	Non-res., 10.00.		
79 2 00	24 48	5 90	290 82	1,756 95	770 45	5.00.		
80 149 95	485 97	97 14	228 62	3,131 68	161 21	Res., 5.00; non-res., 6.00.		
81 305 85	11 69		485 30	2,782 84	400 09	Free.		
82 378 40	14 50	23 38	724 58	3,422 86	31 71	Town, 1st year, free; 6.00.		
83 67 20	228 90	75 26	732 58	3,879 14	203 00	Res., free; 10.00.		
84.....			400 21	3,091 53	295 74	Res., 5.00; non-res., 7.50.		
85 243 27		67 25	233 80	1,744 32	517 71	Free.		
86 364 42			605 57	4,769 99	388 40	10.00.		
87.....	25 79	23 81	411 91	1,661 51	51 54	Res., 7.50; Co., 10.00; others, 15.00.		
88 53 00	57 00		224 81	2,134 81	214 38	5.00.		
89.....	94 34	1 75	463 35	2,693 89	648 19	Free.		
90.....	22 88		938 88	3,750 16	1,254 58	Res. and other Cos., 10.00; Co. free.		
91.....	27 25		640 88	3,718 13	1,362 98	Free.		
92 235 76	45 96	21 88	300 40	2,289 00	41 62	10.00.		
93 248 50	35 26	68 24	445 29	3,113 34	19 35	Town, 6.00; others, 10.00.		
94 503 08	20 32	75 26	5,832 67	9,008 52	1,269 93	Free.		
1 20,861 87	8,621 26	5,598 12	71,635 33	348,196 14	38,474 62	45 free; 49 fee.		
2 27,861 72	10,345 89	4,282 19	95,317 05	467,885 93	22,180 67	9 free; 32 fee.		
3 48,723 59	18,967 15	9,880 31	166,952 38	816,082 07	60,655 29	54 free; 81 fee.		
4 44,246 43	11,428 41	9,566 46	157,036 56	769,679 71	63,173 32	52 free; 82 fee.		
5 4,477 16	7,538 74	313 85	9,915 82	46,402 36		2 free.		
6.....					2,518 03	1 fee.		
7 5.97	2.32	1.21	20.46			40 per cent free; 60 per cent fee.		

a Grant (\$50.00) for Cadet Corps included.

COLLEGIATE INSTITUTES AND

II.—Table I.—Attendance, Pupils in the various

Collegiate Institutes.	Pupils and attendance.				Number of pupils in the various							
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.	Supplementary Reading in English Literature.	Canadian History.	English History.	
1 Aylmer	86	94	180	108	128	165	180	180	180	128	178	
2 Barrie	130	124	254	154	160	206	244	238	254	181	127	
3 Brantford	167	236	403	238	295	202	299	399	399	159	189	
4 Brockville	150	152	302	175	177	230	290	290	290	187	217	
5 Chatham	135	241	426	241	426	409	426	426	426	197	197	
6 Clinton	91	88	179	110	69	179	179	179	88	69	69	
7 Cobourg	74	82	156	91	99	144	156	156	156	99	102	
8 Collingwood	89	128	217	127	137	198	217	158	217	123	154	
9 Galt	127	134	261	148	226	249	261	259	259	165	259	
10 Goderich	111	151	262	156	175	235	250	250	250	104	75	
11 Guelph	115	161	276	166	104	176	276	150	276	104	104	
12 Hamilton	338	450	788	448	310	628	767	760	760	313	541	
13 Ingersoll	68	76	144	78	113	124	140	140	140	103	113	
14 Kingston	272	307	579	335	362	466	536	536	536	301	287	
15 Lindsay	118	129	247	137	159	222	247	247	247	159	212	
16 London	483	484	967	563	599	859	937	937	937	599	733	
17 Morrisburg	140	120	260	164	130	240	260	260	260	155	155	
18 Napanee	131	148	279	172	229	240	272	272	272	167	171	
19 Niagara Falls	95	143	238	134	162	203	238	238	238	162	187	
20 Orillia	127	174	301	184	147	285	297	300	250	161	179	
21 Ottawa	349	261	610	372	496	519	610	610	610	370	352	
22 Owen Sound	233	231	464	280	275	378	464	464	464	254	304	
23 Perth	100	111	211	141	171	199	208	209	209	168	173	
24 Peterborough	152	165	317	216	250	300	315	315	315	229	250	
25 Renfrew	105	155	260	155	160	242	260	260	260	203	211	
26 Ridgetown	102	110	212	114	157	194	212	212	212	157	177	
27 St. Catharines	136	200	336	185	251	309	336	332	332	313	332	
28 St. Marys	102	131	233	143	108	230	230	233	233	130	166	
29 St. Thomas	207	261	468	295	319	446	468	468	468	319	319	
30 Sarnia	149	158	307	189	220	295	307	307	307	186	211	
31 Seaforth	111	117	228	134	118	192	192	192	118	118	133	
32 Stratford	174	207	381	223	226	343	377	378	378	374	374	
33 Strathroy	86	116	202	129	195	193	200	198	200	150	158	
34 Toronto (Harbord) ..	288	311	599	368	251	459	597	597	597	347	237	
35 Toronto (Jameson) ..	189	218	407	247	332	391	407	407	384	154	402	
36 Toronto (Jarvis) ..	296	314	610	277	450	530	609	604	595	151	489	
37 Toronto Junction ..	133	132	265	150	152	252	262	262	262	152	201	
38 Vankleekhill	92	133	225	125	141	215	225	225	225	49	102	
39 Whitby	67	87	154	99	113	154	154	154	154	113	150	
40 Windsor	149	201	350	200	242	175	332	131	131	106	106	
41 Woodstock	120	180	300	185	270	270	300	300	300	216	260	
Totals	6,437	7,421	13,858	8,156	9,104	11,946	13,637	13,233	13,189	7,845	9,356	

HIGH SCHOOLS.—Continued.

subjects and Examination Results.

branches of instruction.

Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.	Botany.	Zoology.	Latin.	Greek.	French.	German.	Writing.
1 75	128	168	170	143	16	128	59	129	1	168	3	104	23	128
2 137	141	210	244	185	21	172	114	80	4	157	2	136	25	88
3 152	195	354	396	217	20	281	60	131	5	141	15	242	64	195
4 125	225	230	275	275	30	119	80	50	7	244	10	205	64	117
5 133	177	409	310	360	14	136	67	62	4	273	35	233	34	116
6 91	69	160	179	177	19	110	34	77	8	137	18	135	35	60
7 45	129	144	156	156	12	117	57	39	.....	104	.....	112	37	99
8 116	123	198	203	149	12	131	131	97	7	143	.....	56	13	109
9 82	132	247	220	174	13	97	53	110	.....	136	2	156	60	178
10 93	120	235	240	135	15	125	46	90	.....	133	4	149	30	104
11 40	56	246	206	150	30	129	8	64	.....	184	1	202	63	56
12 375	313	566	759	464	10	55	203	265	24	670	13	435	241	246
13 103	135	144	98	10	10	55	26	50	.....	78	1	99	6	88
14 83	302	504	445	427	21	223	113	33	.....	359	8	416	142	126
15 135	109	222	190	138	25	105	79	73	.....	132	8	127	23	109
16 302	599	859	758	394	73	779	264	217	24	694	19	455	58	403
17 141	119	240	250	203	28	190	60	60	1	220	12	175	25	119
18 68	192	245	229	139	21	106	81	80	3	199	4	217	26	53
19 76	162	203	233	112	20	108	59	137	.....	165	3	122	14	107
20 130	152	236	249	197	30	183	90	96	13	207	4	204	56	132
21 103	196	322	610	403	43	193	81	41	1	383	29	415	81	207
22 180	275	378	409	393	53	220	123	227	12	345	15	324	13	142
23 54	166	199	208	139	10	79	25	56	.....	177	16	130	17	62
24 78	264	300	312	141	15	80	51	174	.....	171	5	185	20	172
25 100	160	242	203	153	8	133	32	60	.....	181	6	193	25	107
26 81	157	200	133	111	20	111	70	28	10	127	5	54	16	131
27 332	251	309	326	137	19	107	55	149	9	193	8	201	92	199
28 123	166	201	227	227	26	150	23	84	.....	205	6	161	38	85
29 149	256	446	358	315	22	257	102	176	2	243	.....	159	35	153
30 105	186	285	305	148	16	139	33	152	3	156	15	132	19	186
31 58	125	155	186	101	15	105	48	90	4	175	4	125	21	122
32 147	120	343	310	243	33	220	112	88	6	287	5	128	95	129
33 68	190	190	185	160	8	190	45	65	6	175	3	150	18	75
34 178	343	503	595	472	69	235	92	232	12	443	49	549	189	222
35 92	312	384	401	312	16	284	61	224	6	302	19	306	80	203
36 196	366	526	594	376	72	415	127	300	25	500	31	549	135	323
37 94	191	248	260	111	17	125	37	4	.....	153	6	120	38	159
38 84	96	215	225	176	10	124	46	49	.....	205	1	175	.....	84
39 64	90	144	154	154	12	60	20	92	2	141	4	100	12	49
40 62	164	314	191	137	12	108	54	79	6	184	.....	131	42	173
41 82	120	270	300	210	14	140	40	55	5	196	11	178	53	95

4,881 8,030 12,225 12,363 8,915 1,022 7,339 3,022 4,415 229 9,536 400 8,445 2,070 5,712

COLLEGIATE INSTITUTES AND

II.—Table I.—Attendance, Pupils in the various

Collegiate Institute.	Number of pupils in the various branches of instruction.—Continued.							EXAMINA-	
	Bookkeeping and Commercial Transactions.	Stenography.	Typewriting.	Drawing.	Drill, Calisthenics and Gymnastics.	Agriculture.	Manual Training.	Number passed District Certificate Exam.	Number passed Junior Leaving Pt. II Exam.
1 Aylmer	128				128	162			7
2 Barrie	92	64	64		85	231			17
3 Brantford	189	106	53		220	345	185		11
4 Brockville	117	33	33		117				13
5 Chatham	236	116	116		120	400			14
6 Clinton	85	36	31		85	154			9
7 Cobourg	99	56	72		39	153	75		7
8 Collingwood	104	49	49		139	209			14
9 Galt	156	75	63		110	244			7
10 Goderich	121	64	9		124	230			2
11 Guelph	126	78	71		56	275			17
12 Hamilton	255	80	25		245	680	608		14
13 Ingersoll	88	34	16		82	137			11
14 Kingston	203	104	107		67		114		7
15 Lindsay	109	24	24		109	240		1	13
16 London	403	140	55		378	940	332		25
17 Morrisburg	75	50	25		119	232	57		29
18 Napanee	160	82	50		153	277			10
19 Niagara Falls	158	77	46		82	213			11
20 Orillia	133	52	74		84	237		1	16
21 Ottawa	370	67			370	571			7
22 Owen Sound	220	37	35		215	302			36
23 Perth	83				145	200			9
24 Peterborough	190	57	7		187	300			16
25 Renfrew	97	62	47		60	101	31	9	12
26 Ridgetown	101	59	56		42	200			9
27 St. Catharines	199	119	32		142	333			4
28 St. Marys	102	34	7		84	218			17
29 St. Thomas	153	110	55		98	446			16
30 Sarnia	186	109	55		152	290			16
31 Seaforth	130	25	28		116	220			18
32 Stratford	166	80	53		173		249		16
33 Strathroy	75	40	28		75	190			13
34 Toronto (Harbord)	380	136	68		344	549			7
35 Toronto (Jameson)	196	97	22		198	342			12
36 Toronto (Jarvis)	165	102	70		365	565			10
37 Toronto Junction	159	46	62		159				13
38 Vankleekhill	59	28	28		49	210	43		11
39 Whitby	84	68	12		90	140			5
40 Windsor	168	90	98		207	330			6
41 Woodstock	112	52	46		120	240	82		18
Totals	6,432	2,738	1,792	5,933	11,106	100	1,676	11	516

HIGH SCHOOLS.—Continued.

subjects and Examination Results.—Concluded.

TION RESULTS.

	Number of Honors obtained by such pupils.	Number passed Commercial Diploma Exam. Pts. I and II.	Number passed Commercial Diploma Exam. Pt. II.	Number passed Senior Leaving Pt. I Exam.	Number of Honors obtained by such pupils.	Number passed Senior Leaving Pt. II Exam.	Number of Honors obtained by such pupils.	Number passed the full Departmental Matriculation Exam.	Number passed the Junior Matriculation Exam. held by any University.	Number of first-class Junior Matriculation Honors taken by Matriculation candidates.	Number of second-class Junior Matriculation Honors taken by Matriculation candidates.	Number passed the Senior Matriculation Examination held by any University.	Number passed the Entrance Examination other than the Departmental, for any profession.
1				6									1
2				10									
3				10									
4				10									
5				10									
6				20									
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37													
38													
39													
40													
41													
	8	9	129	227	10	139	3	403	80	194	189	26	65

COLLEGIATE INSTITUTES AND

II.—Table I.—Attendance, Pupils in the various

High Schools.	Pupils and attendance.				Number of pupils in the				
	Boys.	Girls.	Total.	Average attendance.	Reading.	English, Grammar and Rhetoric.	English Composition.	Poetical Literature.	
1 Alexandria	70	71	141	84	141	141	141	141	141
2 Almonte	62	57	119	70	95	108	117	114	114
3 Arnprior	52	86	138	78	138	138	138	138	138
4 Arthur	59	60	119	72	79	115	119	119	119
5 Athens	69	110	179	113	128	172	177	177	177
6 Aurora	55	56	111	66	111	104	111	111	111
7 Beamsville	36	38	74	39	68	74	74	74	74
8 Belleville	120	150	270	149	265	270	265	265	265
9 Berlin	103	113	216	125	161	210	210	210	210
10 Bowmanville	56	68	124	77	99	113	123	123	123
11 Bradford	66	60	126	71	91	123	126	126	126
12 Brampton	98	80	178	118	118	143	178	178	178
13 Brighton	35	39	74	42	48	74	74	74	74
14 Caledonia	51	62	113	76	64	106	113	113	113
15 Cambellford	69	83	152	88	89	148	152	152	152
16 Carleton Place	74	93	167	101	126	158	165	166	166
17 Cayuga	46	46	92	52	64	87	87	87	87
18 Colborne	35	32	67	38	42	67	67	67	67
19 Cornwall	123	140	263	161	263	263	263	263	263
20 Deseronto	44	71	115	72	86	115	115	115	115
21 Dundas	80	59	139	80	139	128	139	139	139
22 Dunnville	72	69	141	79	99	138	141	141	141
23 Dutton	101	102	203	127	94	190	190	190	190
24 East Toronto	24	18	42	36	22	42	42	42	42
25 Elora	44	50	94	60	68	86	94	94	94
26 Essex	57	81	138	83	93	124	135	135	135
27 Fergus	61	78	139	72	74	117	139	139	139
28 Forest	61	71	132	85	85	119	125	125	125
29 Fort William	23	43	66	34	53	63	65	66	66
30 Gananoque	56	86	142	86	90	136	142	142	142
31 Georgetown	58	71	129	68	89	122	129	129	129
32 Glencoe	55	43	98	57	62	95	96	97	97
33 Gravenhurst	35	46	81	36	51	81	81	81	81
34 Grimsby	19	42	61	35	47	61	61	61	61
35 Hagersville	54	50	104	62	71	98	104	104	104
36 Harriston	81	65	146	81	69	126	146	146	146
37 Hawkesbury	34	41	75	49	48	61	74	75	75
38 Iroquois	78	79	157	102	119	144	157	154	154
39 Kemptonville	106	126	232	153	154	229	232	232	232
40 Kincardine	76	96	172	103	134	167	172	172	172
41 Leamington	77	76	153	83	88	133	150	150	150
42 Listowel	81	71	152	95	117	149	152	152	152
43 Lucan	67	78	145	93	145	131	145	145	145
44 Madoc	40	54	94	53	46	94	94	94	94
45 Markham	127	81	208	120	108	160	191	191	191
46 Meaford	72	78	150	90	81	124	146	146	146
47 Mitchell	66	77	143	91	109	143	143	143	143
48 Mount Forest	95	84	179	103	126	169	179	179	179
49 Newburgh	76	68	144	82	144	142	144	144	144
50 Newcastle	20	31	51	37	22	45	51	51	51
51 Newmarket	60	82	142	80	93	135	142	142	142
52 Niagara	18	29	47	22	29	44	44	45	45
53 Niagara Falls South	35	45	80	35	66	78	78	78	78
54 North Bay	35	53	88	52	62	80	88	88	88
55 Norwood	67	68	135	77	135	130	130	130	130

HIGH SCHOOLS.—Continued.

subjects and Examination Results.—Continued.

various branches of instruction.

	Supplementary Reading in English Literature.	Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.
1	141	121	121	31	121	141	141	66	.....	66	66
2	114	95	95	31	95	110	118	54	4	51	20
3	138	97	97	37	97	134	134	134	.....	78	41
4	119	79	83	40	79	116	119	119	4	71	40
5	177	64	64	136	64	172	179	170	3	136	107
6	111	75	75	43	68	104	104	75	7	75	30
7	74	69	69	9	69	74	74	36	.....	37	9
8	265	198	200	72	114	210	255	142	10	135	106
9	210	120	176	61	161	204	210	170	11	118	38
10	123	99	109	24	99	107	122	59	12	60	10
11	126	91	96	47	59	123	126	92	5	80	26
12	178	143	143	39	118	143	170	127	17	80	39
13	74	48	48	26	48	74	74	51	.....	49	26
14	64	64	69	49	64	104	113	79	5	75	28
15	100	105	110	46	105	148	146	79	5	78	64
16	126	28	103	34	98	158	165	115	7	66	9
17	87	64	64	23	64	83	83	38	.....	41	14
18	43	43	43	24	28	67	67	43	.....	43	24
19	221	192	70	65	191	250	201	128	9	122	14
20	86	86	89	47	86	115	114	68	4	64	18
21	139	111	111	41	111	139	139	73	.....	73	25
22	141	99	131	39	99	138	139	139	2	56	18
23	169	94	102	85	94	169	203	163	34	203	163
24	42	32	32	10	21	42	42	42	.....	21	10
25	94	24	71	36	68	90	94	73	4	94	35
26	97	96	96	52	94	124	137	81	11	13	10
27	139	74	74	65	74	117	139	139	6	100	39
28	58	78	78	53	78	122	129	104	5	100	39
29	40	53	54	11	53	63	65	65	2	18	9
30	142	90	90	52	90	140	141	90	.....	72	47
31	129	89	95	46	66	122	128	85	8	42	42
32	97	61	68	42	61	91	96	95	7	58	31
33	81	55	55	30	47	81	75	44	.....	32	32
34	61	71	75	14	47	61	61	37	.....	37	3
35	104	71	88	35	71	98	104	60	3	35	23
36	146	63	88	78	68	120	145	144	20	146	40
37	48	62	63	26	51	65	74	39	13	37	15
38	154	110	110	47	110	144	155	92	16	92	38
39	220	154	178	108	154	220	232	182	24	182	70
40	172	90	83	65	90	167	134	134	9	114	28
41	150	83	98	62	76	133	150	100	10	82	50
42	152	117	117	71	117	149	152	152	9	65	55
43	145	98	114	45	66	130	145	145	21	113	78
44	69	46	46	74	46	94	94	46	.....	36	16
45	191	168	180	82	108	178	208	191	18	138	82
46	81	82	82	44	81	126	144	143	18	101	32
47	143	109	109	53	107	143	143	143	.....	94	42
48	179	126	179	74	126	159	179	179	13	112	61
49	144	59	59	66	76	144	144	144	.....	85	30
50	22	22	22	30	22	45	47	47	.....	19	5
51	142	93	113	47	57	140	135	82	.....	76	42
52	31	15	29	20	29	45	45	19	.....	22	4
53	78	66	66	19	66	78	78	78	1	45	20
54	83	62	62	26	62	80	85	85	3	88	26
55	130	80	80	55	133	130	130	100	.....	93	36

COLLEGIATE INSTITUTES AND

II.—Table I.—Attendance, pupils in the various

Number of pupils in the various branches of instruc-

High Schools.	Botany.	Zoology.	Latin.	Greek.	French.	German.	Writing.	Bookkeeping and Commercial Transactions.	Stenography.	Typewriting.	Drawing.	Vocal Music.
1 Alexandria	110		136		136		110	110			110	
2 Almonte	65		89	4	58	2	71	71	32	19	64	
3 Arnprior	60		125	1	50		60	60			60	
4 Arthur	48		119		30	1	48	75			75	
5 Athens	64		176	3	102		114	64			127	
6 Aurora	36		90	2	75	8	36	68	40	30	68	
7 Beamsville	50		42		26		50	50			50	
8 Belleville	161	2	163	1	161	13	161	161			150	
9 Berlin	86		93	4	30	130	87	87	37	33	64	
10 Bowmanville	63		113	3	85	8	63	63			63	
11 Bradford	59		103		76	3	59	91	59		59	
12 Brampton	90	10	156	12	110	8	82	82	28	30	82	
13 Brighton	23		49		35		23	23			23	
14 Caledonia	34		103		53	8	54	54			54	
15 Campbellford	65		88		37	1	103	103	21		103	
16 Carleton Place	100		105	2	85	6	50	48			98	
17 Cayuga	36		62		39	3	64	56	33	24	36	
18 Colborne	24		60		21		24	29			24	
19 Cornwall	73		195	24	208	11	176	120	55	57	123	193
20 Deseronto	60		64	1	37	14	86	86			86	
21 Dundas	83		115	2	105		83	83	20	20	83	
22 Dunnville	51		99		50	8	83	65	31		99	
23 Dutton	46	11	198	3	26		40	41			40	
24 East Toronto	18		38	1	32	6	21	26			21	
25 Elora	68		92		40	10	18	28			48	
26 Essex	93	2	122	7	65	7	91	91			91	
27 Fergus	33		104	1	69	20	33	33			33	
28 Forest	60		128	1	92	25	60	60			60	
29 Fort William	40		60		53	2	40	40	31		36	
30 Gananoque	42		68		76		83	83			83	
31 Georgetown	66		112	1	36	9	66	66			66	
32 Glencoe	41		91		64	1	41	41			41	
33 Gravenhurst	51		49		23		51	51	29		51	
34 Grimsby	20		32		30		42	42			41	
35 Hagersville	39		73		46	5	31	39			39	
36 Harriston	40		118	10	50	30	39	45	45	40	50	
37 Hawkesbury	41		59		74	8	43	41			43	
38 Iroquois	127	10	115	1	68	9	89	89	24		89	
39 Kemptville	80	1	202	8	115	12	80	80			80	
40 Kincardine	34		132		122	27	90	83	37	36	85	
41 Leamington	40		112		86		46	57			46	
42 Listowel	74		137	5	42	106	62	62			62	
43 Lucan	42	7	135		14	79	66	66	20	10	66	
44 Madoc	22		80		50	21	22	22			22	
45 Markham	54	4	191	3	145	5	52	52	70	12	70	
46 Meaford	43	3	143		82	32	40	61	30	15	40	
47 Mitchell	72		89		72		72	72			70	
48 Mount Forest	110	3	164	3	78	8	105	105			105	
49 Newburgh	78		104		60		78	78	59		78	
50 Newcastle	22		29		30	9	22	22			22	
51 Newmarket	57		105	2	72		57	69	69	42	62	
52 Niagara			42		21	2	29	31	21	28	29	
53 Niagara Falls South	45		54		18	1	45	66	31	18	45	
54 North Bay			73		51	3	62	62	50		40	13
55 Norwood	58		120		80	4	75	70			60	

HIGH SCHOOLS.—Continued.

subjects, and Examination Results.—Continued.

tion.—Con.		EXAMINATION RESULTS.											
		Drill, Calisthenics and Gymnastics.	Agriculture.	Manual training.	Number passed District Certificate Exam.	Number passed Junior Leaving Pt. II Exam.	Number of Honors obtained by such pupils.	Number passed Commercial Diploma Exam. Pts. I and II.	Number passed Commercial Diploma Exam. Part II.	Number passed Senior Leaving Part I Exam.	Number of Honors obtained by such pupils.	Number passed Senior Leaving Pt. II Exam.	Number of Honors obtained by such pupils.
1	1												
2	2												
3	3												
4	4	11	3										
5	5	85											
6	6												
7	7												
8	8												
9	9												
10	10	28											
11	11												
12	12												
13	13												
14	14												
15	15												
16	16												
17	17												
18	18												
19	19	192											
20	20	86											
21	21	139											
22	22	138											
23	23												
24	24												
25	25												
26	26	129											
27	27												
28	28												
29	29												
30	30												
31	31												
32	32												
33	33	81											
34	34												
35	35												
36	36												
37	37												
38	38												
39	39												
40	40	165											
41	41												
42	42	149											
43	43	130											
44	44												
45	45	101											
46	46	81											
47	47	143											
48	48	95											
49	49												
50	50												
51	51	42											
52	52												
53	53	21											
54	54	88											
55	55	50											

*In Manual Training and Household Science.

COLLEGIATE INSTITUTES AND

II.—Table I.—Attendance, Pupils in the various

High Schools.	Pupils and attendance.				Number of pupils in the			
	Boys.	Girls.	Total.	Average attendance.	Reading.	English Grammar and Rhetoric.	English Composition.	Poetical Literature.
56 Oakville	38	46	84	47	72	84	84	79
57 Omemee	23	29	52	43	38	52	52	52
58 Orangeville	105	112	217	124	117	195	212	214
59 Oshawa	89	85	174	108	121	163	174	174
60 Paris	64	59	123	72	93	105	123	123
61 Parkhill	73	69	142	92	75	125	142	142
62 Pembroke	92	64	156	95	95	141	156	156
63 Petrollea	77	109	186	102	142	179	179	179
64 Picton	104	122	226	139	179	216	225	225
65 Port Arthur	25	47	72	43	72	72	72	72
66 Port Dover	38	41	79	48	45	79	79	79
67 Port Elgin	59	35	94	54	70	88	94	93
68 Port Hope	104	116	220	135	97	200	220	220
69 Port Perry	55	45	100	186	92	92	100	100
70 Port Rowan	26	22	48	24	28	48	48	48
71 Prescott	38	50	88	50	60	81	88	84
72 Rat Portage	45	40	85	48	59	75	85	85
73 Richmond Hill	51	32	83	53	40	65	65	65
74 Sault Ste. Marie	41	87	128	66	101	119	128	128
75 Simcoe	77	80	157	90	66	157	157	157
76 Smith's Falls	57	127	184	118	171	171	184	184
77 Smithville	41	54	95	56	66	91	95	95
78 Stirling	32	37	69	43	33	61	69	69
79 Streetsville	28	26	54	32	39	54	54	23
80 Sydenham	64	89	153	88	96	153	153	153
81 Thorold	20	65	85	65	85	81	85	85
82 Tillsonburg	46	67	113	59	77	104	113	113
83 Trenton	67	70	137	67	90	132	137	137
84 Uxbridge	53	80	133	80	93	120	133	133
85 Vienna	12	24	36	17	36	36	36	36
86 Walkerton	88	77	165	93	91	143	165	160
87 Wardsville	18	24	42	21	34	40	42	42
88 Watford	43	45	88	53	83	88	88	88
89 Waterford	58	55	113	70	101	108	113	110
90 Watford	80	96	176	113	101	163	172	172
91 Welland	70	132	202	115	92	190	201	201
92 Weston	28	43	71	40	51	53	65	67
93 Warton	44	54	98	53	57	98	98	98
94 Williamstown	44	52	96	58	49	96	96	96
1 Totals, High Schools	5,551	6,313	11,864	7,161	8,426	11,123	11,738	11,652
2 Totals, Collegiate Institutes ..	6,437	7,421	13,858	8,156	9,104	11,946	13,637	13,233
3 Grand totals, 1903	11,988	13,734	25,722	15,317	17,530	23,069	25,375	24,885
4 Grand totals, 1902	11,629	12,843	24,472	14,430	16,541	21,576	24,241	23,768
5 Increases	359	891	1,250	887	989	1,493	1,134	1,117
6 Decreases .....	.....	.....	.....	.....	.....	.....	.....	.....
7 Percentages	46.6	53.4	.....	59.55	68.11	89.64	98.65	96.74

HIGH SCHOOLS.—*Continued*subjects, and Examination Results.—*Continued.*

various branches of instruction.

	Supplementary Reading in English Literature.	Canadian History.	English History.	Ancient History.	Geography.	Arithmetic and Mensuration.	Algebra.	Geometry.	Trigonometry.	Physics.	Chemistry.
56	79	62	62	18	60	84	75	59	.....	50	50
57	52	19	19	33	19	52	52	52	.....	36	36
58	214	97	117	131	76	186	211	205	20	197	84
59	174	121	139	53	121	163	174	103	14	174	37
60	123	62	99	30	62	120	120	120	6	53	20
61	67	75	89	67	75	125	142	110	14	66	25
62	156	130	136	48	71	140	156	120	11	68	52
63	186	98	186	88	98	179	186	142	7	35	16
64	225	160	173	61	193	220	212	174	15	77	36
65	42	64	64	8	72	72	72	50	1	42	8
66	45	45	45	34	45	75	79	50	.....	48	34
67	93	71	71	35	51	93	94	61	.....	61	19
68	220	78	96	100	64	195	151	150	20	104	53
69	100	70	90	50	49	93	90	87	5	46	15
70	.....	28	28	20	23	43	46	29	.....	20	11
71	84	59	59	25	59	85	85	58	2	51	28
72	85	75	75	26	59	85	85	80	.....	75	26
73	65	22	18	27	40	65	65	43	.....	43	18
74	128	63	38	27	101	119	123	65	.....	65	27
75	157	110	110	60	97	127	157	150	11	105	60
76	184	84	184	53	189	181	184	184	13	190	15
77	.....	56	56	39	56	91	95	39	.....	56	20
78	60	33	37	28	33	60	68	68	8	52	36
79	54	39	37	19	35	54	54	31	.....	32	28
80	153	96	96	57	96	145	153	133	.....	32	18
81	35	45	59	39	39	81	85	35	.....	25	25
82	113	77	77	36	65	104	113	60	.....	25	25
83	137	93	128	41	59	122	135	135	11	49	47
84	133	93	93	40	47	120	130	85	8	34	14
85	36	24	24	12	24	36	36	36	.....	36	11
86	91	37	98	69	91	138	160	111	19	86	39
87	25	34	34	17	34	40	42	33	.....	28	17
88	88	70	70	40	44	84	83	83	.....	60	15
89	110	97	100	37	65	106	110	77	9	76	22
90	107	56	64	115	56	163	172	116	8	120	81
91	138	129	140	60	112	190	201	171	14	132	52
92	68	51	51	19	52	67	51	39	3	27	14
93	98	57	57	41	57	93	93	93	5	65	33
94	96	44	36	27	82	96	96	52	.....	52	5
1	10,675	7,394	8,138	4,396	7,230	11,021	11,477	8,958	596	6,901	3,192
2	13,189	7,845	9,356	4,881	8,039	12,225	12,363	8,915	1,022	7,339	3,022
3	23,864	15,239	17,494	9,187	15,296	23,246	23,840	17,873	1,618	14,240	6,214
4	22,932	14,768	16,817	8,791	14,500	21,594	22,953	16,881	1,662	12,758	5,850
5	932	471	677	396	790	1,652	887	992	.....	1,482	354
6	.....	.....	.....	.....	.....	.....	.....	.....	41	.....	.....
7	92.77	59.24	68.01	35.71	59.44	90.37	92.63	69.48	6.29	55.36	24.16

COLLEGIATE INSTITUTES AND

II.—Table I.—Attendance, Pupils in the various

	Number of pupils in the various branches of instruc-											
High Schools.	Botany.	Zoology.	Latin.	Greek.	French.	German.	Writing.	Bookkeeping and Commercial Transactions.	Stenography.	Typewriting.	Drawing.	Vocal Music.
56 Oakville	40		41		24	3	42	50	14	14	43	
57 Omemee			45		19		19	19			19	
58 Orangeville	86	4	152	11	125	43	82	82			82	
59 Oshawa	111	2	118	5	73	26	121	121	35	60	121	
60 Paris	60	1	78	1	40	10	62	79	29	13	61	
61 Parkhill	33	1	135	3	65	3	60	60	25		60	
62 Pembroke	74		125	1	96		74	74			74	
63 Petrolia	98	4	158		94		98	98	98	20	98	
64 Picton	58		164		151	37	91	82	46	24	82	
65 Port Arthur	64		67	1	67		28	64			64	
66 Port Dover	29		78	3	19		29	29			29	
67 Port Elgin	51		84	4	37	12	51	51			51	
68 Port Hope	67		184	11	124	73	67	121	91	88	67	
69 Port Perry	21		65	5	64	25	72	72	66	45	72	30
70 Port Rowan	28		13		15		28	28	20		28	
71 Prescott	24		60		38		31	51	43	34	31	
72 Rat Portage	59		65		60		59	59			59	
73 Richmond Hill	22		53	2	43		22	40		3	40	
74 Sault Ste. Marie.....	63		116		118		63	100	10		63	
75 Simcoe	40		70	8	60	20	60	60	25		60	
76 Smith's Falls	131		170	3	141	5	131	131	23	25	131	
77 Smithville	46		79		24	7	56	40	15		36	
78 Stirling	20	4	33		25		33	16			33	
79 Streetsville	35		54		31	2	23	35			35	
80 Sydenham	96		141		143	14	53	73			73	
81 Thorold	25		65	3	35	2	50	50	50	50	50	
82 Tillsonburg	53		53		49		53	53			53	
83 Trenton	73		114	1	66		88	88			88	
84 Uxbridge	47		78	6	78	30	47	47	26		47	
85 Vienna	15		34		8	1	24	24	8		24	
86 Walkerton	41		130	9	58	60	54	54			54	
87 Wardsville	14		38	1	7	1	25	25			25	
88 Watford	23		80	4	78	20	23	23			23	
89 Watford	65		103	4	52	12	65	65			65	
90 Watford	56		165		91	13	56	56	65	41	56	
91 Welland	48		193	5	162	27	33	69			57	
92 Weston	38		44	1	25	9	39	39	16	31	38	
93 Wiarton	33		43	1	12	3	51	33			33	
94 Williamstown	43		91	4	72	2	43	43			43	
1 Totals. High Schools..	5,027	69	9,295	202	6,077	1,159	5,584	5,832	1,609	802	5,686	287
2 Totals. Col. Institutes	4,415	229	9,536	400	8,445	2,070	5,712	6,432	2,738	1,792	5,933	
3 Grand totals, 1903 ...	9,442	298	18,831	602	14,522	3,229	11,296	12,264	4,347	2,654	11,619	287
4 Grand totals, 1902 ...	9,051	365	18,884	631	13,595	3,280	10,059	11,334	3,727	2,044	10,721	138
5 Increases	391				927		1,237	930	620	610	898	149
6 Decreases		67	53	29		51						
7 Percentages	36.71	1.16	73.21	2.34	56.46	12.55	43.91	47.68	16.9	10.31	45.17	1.11

HIGH SCHOOLS.—Continued.

subjects and Examination Results.—Concluded.

tion.—Con.				EXAMINATION RESULTS.																		
				Drill, Callisthenics and Gymnastics	Agriculture.	Manual Training.	Number passed District Certificate Exam.	Number passed Junior Leaving Pt. II Exam.	Number of Honors obtained by such pupils.	Number passed Commercial Diploma Exam. Pts. I and II.	Number passed Commercial Diploma Exam. Pt. II.	Number passed Senior Leaving Pt. I Exam.	Number of Honors obtained by such pupils.	Number passed Senior Leaving Pt. II Exam.	Number of Honors obtained by such pupils.	Number passed the full Departmental Matriculation Exam.	Number passed the Junior Matriculation Exam. held by any University.	Number of first-class Junior Matriculation Honors taken by Matriculation candidates.	Number of second-class Junior Matriculation Honors taken by Matriculation candidates.	Number passed the Senior Matriculation Examination held by any University.	Number passed the Entrance Examination other than the Departmental, for any profession.	
56									2													
57		23						4														
58								19														
59								5	1								1					
60								5														
61								10														
62								4														
63		77						15														
64								18	2													
65							3	1														
66								1														
67								1														
68								17														
69		95					1	3				6										
70								3														
71								3														
72								3														
73								3														
74		101						3														
75		50						1														
76								13														
77								11	1													
78								12														
79							1	12														
80								3														
81								5										1				
82								2										2				
83								2														
84		125					1	4														
85								3														
86								17	2							11		2				
87								4														
88								3														
89								6	1													
90								17														
91								10														
92								1														
93								8	1													
94								7														
1	2,533	55	255	17	754	16	3	17	134	3	17	134	3	79	7	236	41	78	79	15	19	
2	11,106	100	1,676	11	516	8	9	129	227	10	139	3	3	139	3	403	80	194	189	26	65	
3	13,639	155	1,931	28	1,270	24	12	146	361	13	218	10	689	121	272	268	41	84				
4	12,767	240	960	...	1,467	29	26	92	316	14	245	23	850	191	350	296	30	77				
5	872	...	971	...	...	5	14	...	54	45	...	...	...	...	...	...	...	...	2	11	7	
6	...	85	...	...	...	197	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	53.02	.6	7.5	.11	4.93	.09	.04	.56	1.4	...	.84	...	2.68	.47	1.05	1.04	.16	.32				

COLLEGIATE INSTITUTES AND

III.—Table K.—Miscellaneous

Collegiate Institutes.	Brick, stone, or frame school house.	Number of acres in playground.	Schools under United Board.	EQUIPMENT.										Religious and other Exercises.			
				Value of Library. (Not including Supplementary Reading in English Literature.)	Value of Supplementary Reading in English Literature.	Value of Scientific Apparatus.	Value of Charts, Maps, and Globes.	Value of Models for Drawing.	Value of Gymnasium.	(Not including Equipment)	Value of Appliances for Physical Education.	Value of Museum of Natural History etc.	Schools using authorized Scripture Readings.	Schools opened with prayer.	Schools closed with prayer.	Schools using the Bible.	Commencement Exercises.
1 Aylmer	B.	4	1	614	19	597	140	33	330	85	300	1	1	1	1	1	1
2 Barrie	B.	1	1	618	...	726	136	23	1,730	190	...	...	1	1	1	1	1
3 Brantford	B.	29	1	615	48	891	103	27	1,000	128	...	...	1	1	1	1	1
4 Brockville	B.	33	1	818	...	1,049	189	10	...	299	...	...	1	1	1	1	1
5 Chatham	B.	1	1	748	...	1,545	167	10	600	134	...	...	1	1	1	1	1
6 Clinton	B.	33	1	683	...	2,317	123	5	765	119	...	...	1	1	1	1	1
7 Cobourg	B.	1	1	641	129	723	123	...	...	120	...	...	1	1	1	1	1
8 Collingwood	B.	1	1	618	36	581	96	...	1,200	335	...	...	1	1	1	1	1
9 Galt	B.	8	1	1,103	24	1,147	67	10	2,200	231	...	...	1	1	1	1	1
10 Goderich	B.	2	1	636	24	658	7	10	2,000	200	...	...	1	1	1	1	1
11 Guelph	B.	2	1	944	31	855	164	12	8,500	577	...	...	1	1	1	1	1
12 Hamilton	B. & S.	3	1	1,012	...	1,480	154	15	...	209	...	...	1	1	1	1	1
13 Ingersoll	B.	2	1	599	80	804	121	4	811	231	...	...	1	1	1	1	1
14 Kingston	B.	2	1	700	118	679	75	25	...	100	...	...	1	1	1	1	1
15 Lindsay	B.	1	1	1,180	107	1,096	95	10	600	348	...	...	1	1	1	1	1
16 London	B.	1	1	879	...	2,809	173	45	...	188	...	...	1	1	1	1	1
17 Morrisburg	B.	1	1	657	32	1,265	167	17	...	251	...	...	1	1	1	1	1
18 Napanee	B.	3	1	776	74	831	126	...	800	118	...	...	1	1	1	1	1
19 Niagara Falls	B.	5	1	657	78	822	87	...	1,063	278	...	...	1	1	1	1	1
20 Orillia	B.	2	1	579	29	768	110	68	8,800	184	...	...	1	1	1	1	1
21 Ottawa	B.	1	1	1,250	90	1,518	281	150	...	100	...	...	1	1	1	1	1
22 Owen Sound	B.	1	1	1,329	68	1,798	122	20	...	25	...	...	1	1	1	1	1
23 Perth	B.	1	1	729	...	821	155	10	560	267	...	...	1	1	1	1	1
24 Peterborough	B.	2	1	613	155	886	149	25	600	160	...	...	1	1	1	1	1
25 Renfrew	B.	1	1	435	10	581	70	12	...	...	...	...	1	1	1	1	1
26 Ridgetown	B.	3	1	605	10	1,094	143	47	900	90	...	...	1	1	1	1	1
27 St. Catharines	B.	1	1	631	...	815	133	18	700	75	...	...	1	1	1	1	1
28 St. Marys	B.	2	1	654	59	662	120	25	700	84	...	...	1	1	1	1	1
29 St. Thomas	B.	1	1	825	55	916	110	18	983	374	...	...	1	1	1	1	1
30 Sarnia	B.	1	1	720	...	716	127	12	1,380	168	...	...	1	1	1	1	1
31 Seaforth	B.	1	1	762	...	753	138	...	600	66	...	...	1	1	1	1	1
32 Stratford	B.	1	1	961	...	1,154	219	26	...	112	...	...	1	1	1	1	1
33 Strathroy	B.	1	1	730	195	905	114	28	380	102	...	...	1	1	1	1	1
34 Toronto (Harb'd)	B.	1	1	986	213	2,099	175	28	4,000	710	...	...	1	1	1	1	1
35 Toronto (Jame'n)	B.	1	1	1,440	192	2,293	155	15	4,000	790	...	...	1	1	1	1	1
36 Toronto (Jarvis)	B.	1	1	1,336	...	1,210	201	39	8,257	218	...	...	1	1	1	1	1
37 Toronto (Junction)	B.	3	1	743	11	879	107	32	...	...	...	...	1	1	1	1	1
38 Vankleekhill	B.	1	1	623	4	726	46	3	3,000	236	...	...	1	1	1	1	1
39 Whitby	B.	1	1	631	...	546	116	10	850	209	...	...	1	1	1	1	1
40 Windsor	B.	2	1	874	...	974	140	35	3,000	200	...	...	1	1	1	1	1
41 Woodstock	B.	1	1	986	77	1,560	161	15	2,000	174	...	...	1	1	1	1	1
Totals		99	16	32,940	1,994	43,049	5,414	881	51,679	8,650	2,608	20	39	9	12	29	

*Gymnasium is part of the main building. †116 pupils in commercial form. ‡59 pupils in commercial form.

HIGH SCHOOLS.—Continued.

information.

Number of pupils in				Number of pupils from			Destination of pupils.						Occupation of parents of each pupil.							
Form I.	Form II.	Form III.	Form IV.	Municipalities composing the High School District.	Municipalities within the County.	Other Counties, etc.	Number who entered Mercantile life.	Number who became occupied with Agriculture.	Number who entered the professions of Law, Medicine and the Church.	Number who became teachers.	Number who entered any other profession.	Number who left for other occupations.	Commerce.	Agriculture.	Mechanical Occupations.	Professions.	Without occupation.			
1	46	61	57	16	73	107	7	11	3	4	2	18	24	112	27	16	1			
2	73	56	102	133	138	108	14	3	3	23	6	16	69	86	49	33	17			
3	141	112	113	337	397	92	40	10	4	5	12	29	106	98	160	39	...			
4	118	59	87	33	228	72	15	4	5	11	12	27	80	68	112	27	15			
5	120	119	110	17	278	147	40	10	6	12	12	25	164	129	91	42	...			
6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7	39	37	54	19	91	85	...	...	...	...	...	...	...	...	...	...	...
8	69	60	45	12	80	76	25	10	10	20	...	...	...	34	40	70	10
9	59	50	93	12	139	51	...	...	...	...	...	...	...	16	78	73	46
10	78	96	75	13	153	85	24	4	5	...	...	...	...	30	66	56	112
11	104	53	84	21	174	84	17	3	3	18	...	...	...	23	51	89	86
12	126	48	72	36	214	49	19	3	5	15	...	...	...	23	105	61	75
13	244	169	247	128	644	88	80	35	12	45	...	...	...	43	282	99	226
14	46	57	31	10	73	54	8	3	1	6	...	...	...	17	32	58	47
15	369	88	105	17	502	70	37	8	9	10	...	...	...	88	21	62	221
16	57	52	115	23	147	82	13	11	17	16	...	...	...	21	66	86	55
17	363	236	265	103	768	177	121	8	14	22	...	...	...	172	330	158	298
18	57	62	113	23	99	153	12	8	1	15	...	...	...	15	43	120	52
19	117	84	51	28	148	118	17	23	4	11	...	...	...	13	71	119	46
20	82	80	51	25	146	76	23	8	1	6	...	...	...	29	78	58	57
21	44	117	103	37	172	69	13	14	3	23	...	...	...	44	96	73	69
22	370	126	81	33	514	75	37	13	22	9	...	...	...	12	53	81	98
23	142	133	126	63	264	144	12	11	14	49	...	...	...	40	149	120	113
24	119	34	44	14	142	64	11	4	2	9	...	...	...	17	46	57	67
25	171	58	66	22	252	60	25	12	6	12	...	...	...	30	102	46	117
26	60	100	92	20	130	122	17	4	...	...	...	...	...	18	81	73	75
27	42	189	61	8	95	113	10	10	3	4	...	...	...	6	33	90	24
28	142	109	62	23	212	118	40	12	6	11	...	...	...	13	102	69	22
29	63	45	97	28	123	150	13	13	8	13	...	...	...	10	57	103	48
30	98	221	127	22	345	121	71	23	9	...	...	...	...	9	184	121	130
31	161	133	52	29	232	79	7	4	3	12	...	...	...	2	49	53	89
32	86	54	59	21	96	115	17	...	...	20	...	...	...	...	25	140	46
33	113	113	115	40	258	97	46	12	3	13	...	...	...	33	153	95	91
34	63	90	40	9	112	83	10	20	5	14	...	...	...	5	15	48	101
35	221	201	127	50	596	3	59	...	3	6	...	...	...	107	269	1	149
36	181	128	72	26	396	3	35	...	3	5	...	...	...	61	176	8	124
37	248	182	140	40	548	38	60	9	20	21	...	...	...	27	26	27	103
38	152	49	45	19	132	44	16	9	2	14	...	...	...	31	90	54	69
39	49	92	74	19	125	26	7	11	1	11	...	...	...	20	24	113	78
40	90	23	27	14	91	67	9	11	...	...	...	...	...	22	37	55	36
41	120	161	56	13	271	79	40	12	4	8	...	...	...	43	113	59	142
42	95	121	65	19	177	117	30	7	6	12	...	...	...	74	95	92	27
5,078				4,018	3,601	1,161	9,624	3,560	674	1,111	385	235	575	192	1,305	4,419	3,255	3,723	1,456	1,005

cial form. (\$) Estimated.

HIGH SCHOOLS.—Continued.

information.—Continued.

Number of pupils in				Number of pupils from			Destination of pupils.					Occupation of Parents of each pupil.					
Form I.	Form II.	Form III.	Form IV.	Municipalities composing the High School District.	Municipalities within the County.	Other Counties, etc.	Number who entered Mercantile life.	Number who became occupied with Agriculture.	Number who entered the professions of Law, Medicine and the Church.	Number who became teachers.	Number who entered any other profession.	Number who left for other occupations.	Commerce.	Agriculture.	Mechanical Occupations.	Professions.	Without occupations.
1	75	35	31	.....	125	7	9	1	1	3	14	10	89	39	3	...	1
2	36	43	36	4	83	31	7	12	6	3	9	34	37	40	...	...	1
3	60	37	41	4	102	18	18	12	3	6	15	8	39	39	1	...	...
4	48	41	26	4	53	66	...	5	3	3	1	36	63	14	...	4	...
5	41	49	26	3	73	104	12	11	1	18	1	101	35	21	10	...	...
6	36	32	38	7	50	57	4	9	4	1	1	22	53	21	8	...	...
7	36	29	9	...	39	35	...	4	4	4	5	15	36	16	6	...	2
8	128	70	56	16	234	36	...	8	8	15	6	107	40	82	41	...	...
9	61	81	62	12	115	101	...	20	3	4	2	77	31	52	44	...	...
10	63	36	14	11	73	51	...	8	4	4	8	28	47	30	6	...	...
11	43	36	42	5	48	76	7	16	4	2	3	12	74	28	9	...	...
12	82	36	39	21	95	76	7	15	12	4	6	44	77	29	12	...	...
13	23	25	26	...	31	43	...	4	7	7	...	4	27	29	7	...	...
14	34	30	42	7	44	53	16	7	7	9	1	19	67	12	8	...	...
15	66	39	42	5	105	40	7	6	6	8	12	34	62	33	13	...	...
16	98	28	34	7	126	23	13	14	6	8	6	36	39	66	21	...	...
17	36	28	23	5	31	61	...	3	3	6	...	11	55	15	11	...	...
18	24	19	24	...	44	23	...	1	1	1	...	10	39	12	16	...	...
19	131	61	58	13	146	99	18	32	7	2	2	52	113	45	16	...	...
20	45	23	43	4	90	20	...	5	5	1	14	28	33	47	6	...	...
21	66	29	44	...	91	48	...	16	1	10	1	54	36	29	13	...	...
22	63	36	30	3	83	43	13	11	11	...	13	56	31	46	8	...	...
23	40	54	75	34	80	117	6	8	4	11	...	20	109	40	24	...	...
24	21	11	10	...	36	6	...	...	...	...	...	8	1	17	3	...	...
25	20	40	27	7	55	38	...	3	2	4	1	23	39	10	6	...	...
26	54	44	27	13	86	50	...	11	3	6	17	30	62	30	16	...	...
27	33	41	57	8	67	67	4	3	3	6	8	37	64	15	8	...	...
28	31	39	53	9	66	65	...	3	3	3	2	19	78	12	14	...	...
29	40	13	11	2	66	...	...	2	1	1	7	18	2	27	9	...	...
30	56	34	52	...	106	22	14	3	3	3	24	32	47	47	16	...	...
31	43	38	39	9	49	47	33	7	1	1	8	32	54	26	14	...	...
32	35	19	37	7	46	52	...	1	1	1	...	16	54	14	9	...	...
33	37	14	30	...	78	...	13	10	2	2	2	19	13	36	6	...	...
34	24	23	14	...	44	26	...	6	6	5	11	25	47	24	7	...	...
35	44	25	29	6	53	16	...	2	2	3	27	34	46	35	20	...	...
36	38	30	58	...	41	34	...	1	1	1	13	24	20	22	6	...	...
37	35	13	11	...	79	...	24	2	7	7	10	25	86	35	10	...	...
38	65	41	39	...	66	106	...	3	3	19	1	50	100	50	20	...	...
39	59	65	84	...	93	76	...	16	2	15	3	48	77	22	16	...	...
40	57	49	57	...	66	74	...	10	5	12	...	22	64	28	10	...	...
41	46	40	53	...	83	45	24	6	6	...	21	54	51	27	14	...	...
42	41	34	62	...	88	57	...	2	1	1	1	13	72	19	12	...	...
43	66	31	31	14	44	50	...	4	6	4	3	8	38	15	7	...	...
44	22	24	48	...	36	157	15	27	10	2	20	37	102	37	19	...	...
45	52	56	77	23	68	76	...	7	8	1	11	32	69	22	21	...	...
46	40	41	48	21	68	72	3	7	8	1	6	18	67	41	15	...	...
47	49	41	53	...	99	25	55	6	6	8	24	43	63	37	16	...	...
48	64	19	66	13	36	104	4	6	8	...	2	20	100	13	5	...	...
49	59	14	16	...	17	32	2	4	...	...	4	7	23	4	8	...	...
50	57	36	47	2	77	59	6	10	2	2	5	17	65	50	5	...	...
51	20	14	12	...	28	19	...	4	...	...	...	3	20	19	3	...	...
52	19	23	22	...	77	3	...	7	5	...	8	13	34	22	2	...	...
53	35	23	23	3	80	5	3	...	...	...	6	27	7	31	9	...	...
54	39	23	23	...	60	53	22	6	8	1	12	20	77	25	8	...	...
55	30	50	55	...	60	53	22	6	8	1	12	20	77	25	8	...	...

COLLEGIATE INSTITUTES AND

III.—Table K.—Miscellaneous

High Schools.	Brick, stone or frame school house.	Number of acres in playground.	Schools under United Board.	EQUIPMENT.										Religious and other Exercises.			
				Value of Library.	(Not including Supplementary Reading in English Literature.)	Value of Supplementary Reading in English Literature.	Value of Scientific Apparatus.	Value of Charts, Maps, and Globes.	Value of Models for Drawing.	Value of Gymnasium.	(Not including Equipment.)	Value of Appliances for Physical Education.	Value of Museum of Natural History, etc.	Schools using authorized Scripture Readings.	Schools opened with prayer.	Schools closed with prayer.	Schools using the Bible.	Commencement Exercises.
56 Oakville	B.	1 1/2	1	285	2	268	25	3					1	1	1	1	1
57 Omeme	F.	1 1/2	1	238		202	44						1	1	1	1	1
58 Orangeville	B.	2 1/2	1	228	8	590	57	26			3		1	1	1	1	1
59 Oshawa	B.	2 1/2	1	260		401	98	14				50	1	1	1	1	1
60 Paris	B.	2 1/2	1	357	5	553	108	9					1	1	1	1	1
61 Parkhill	B.	2 1/2	1	290	26	500	100	3				50	1	1	1	1	1
62 Parkhill	B.	2 1/2	1	259	19	496	92	15				50	1	1	1	1	1
63 Pembroke	B.	2 1/2	1	392		403	44	5					1	1	1	1	1
64 Petrolia	B.	2 1/2	1	665	26	663	118	45					1	1	1	1	1
65 Picton	B.	2 1/2	1	334		309	48					20	1	1	1	1	1
66 Port Arthur	B.	2 1/2	1	352	11	442	19	20			7		1	1	1	1	1
67 Port Dover	B.	2 1/2	1	181	59	404	43	30					1	1	1	1	1
68 Port Elgin	B.	2 1/2	1	514	53	600	95	8			10		1	1	1	1	1
69 Port Hope	B.	2 1/2	1	288	3	457	45	8	200		30	10	1	1	1	1	1
70 Port Perry	B.	2 1/2	1	93		229	44	6			8		1	1	1	1	1
71 Port Rowan	B.	2 1/2	1	229	54	367	112				29		1	1	1	1	1
72 Prescott	B.	2 1/2	1	140		303	53	5					1	1	1	1	1
73 Rat Portage	B.	2 1/2	1	171	18	299	54	35			3		1	1	1	1	1
74 Richmond H'l	B.	2 1/2	1	108	4	254	12	18					1	1	1	1	1
75 St. Ste. Marie	B.	2 1/2	1	272	41	688	134	29			29		1	1	1	1	1
76 Simcoe	B.	2 1/2	1	428	125	495	67	5					1	1	1	1	1
77 Smith's Falls	B.	2 1/2	1	117		285	40	5					1	1	1	1	1
78 Smithville	B.	2 1/2	1	177	15	273	42						1	1	1	1	1
79 Stirling	B.	2 1/2	1	179	35	225	71	2				25	1	1	1	1	1
80 Streetsville	B.	2 1/2	1	254	91	310	31						1	1	1	1	1
81 Sydenham	B.	2 1/2	1	261	8	347	69	4			4		1	1	1	1	1
82 Thorold	B.	2 1/2	1	235	29	530	84	2			11	150	1	1	1	1	1
83 Tillsonburg	B.	2 1/2	1	484	25	354	76	7					1	1	1	1	1
84 Trenton	B.	2 1/2	1	233	65	332	54	4					1	1	1	1	1
85 Tybridge	B.	2 1/2	1	249	54	268	121	10			50		1	1	1	1	1
86 Vienna	B.	2 1/2	1	333		457	54	3			7		1	1	1	1	1
87 Walkerton	B.	2 1/2	1	218	17	230	75	33					1	1	1	1	1
88 Wardsville	B.	2 1/2	1	201		334	55	15					1	1	1	1	1
89 Watford	B.	2 1/2	1	321	23	410	64						1	1	1	1	1
90 Waterford	B.	2 1/2	1	336		405	110	47			26		1	1	1	1	1
91 Welland	B.	2 1/2	1	186	31	600	32						1	1	1	1	1
92 Weston	B.	2 1/2	1	274	5	434	105	15					1	1	1	1	1
93 Warton	B.	2 1/2	1	311	15	302	53						1	1	1	1	1
94 Williamstown	B.	2 1/2	1	221	35	343	87	10					1	1	1	1	1
1 Tot's. High Sch.		184.15	39	27,539	2,482	40,096	6,146	1,061	3,635	1,566	730	42	91	27	30	62	
2 Tot's. Col. Ins.		99.	16	32,940	1,994	43,049	5,414	881	51,679	8,650	2,608	29	39	9	12	29	
3 Gr'd tot's, 1903		283.15	55	60,479	4,476	83,145	11,560	1,942	55,314	10,216	3,338	62	130	36	42	91	
4 Gr'd tot's, 1902		281.69	54	60,066	4,341	81,633	11,530	1,878	56,435	10,215	3,134	60	130	48	43	87	
5 Per centages		1.46	1	413	135	1,312	36	64					1	204	2		4
6 Per centages									1,121							12	1
7 Per centages		40.74											46	96	27	31	67

HIGH SCHOOLS.—*Concluded.*information.—*Concluded.*

Number of pupils in				Number of pupils from			Destination of Pupils.							Occupation of Parents of each Pupil.				
Form I.	Form II.	Form III.	Form IV.	Municipalities composing the High School District.	Municipalities within the County.	Other Counties, etc.	Number who entered Mercantile life.	Number who became occupied with Agriculture.	Number who entered the professions of Law, Medicine and the Church.	Number who became teachers.	Number who entered any other profession.	Number who left for other occupations.	Commerce.	Agriculture.	Mechanical Occupations.	Professions.	Without occupation.	
56	26	36	22	43	32	8	4	4	...	5	...	8	17	29	23	7	8	
57	19	19	...	132	132	...	2	2	...	14	...	8	32	29	8	16	11	
58	51	45	...	233	233	...	12	12	...	14	...	33	32	70	26	16	33	
59	71	50	...	99	60	...	18	18	...	14	...	33	32	102	26	16	9	
60	62	31	...	16	28	...	6	6	...	14	...	33	32	54	33	12	11	
61	32	43	...	67	68	...	1	1	...	18	...	34	32	81	27	8	...	
62	50	58	...	122	32	...	18	18	...	18	...	34	32	81	27	24	13	
63	98	44	...	102	33	...	1	1	...	18	...	34	32	81	27	24	13	
64	58	103	...	116	109	...	1	1	...	18	...	34	32	81	27	24	13	
65	22	42	...	68	4	...	...	...	...	18	...	34	32	81	27	24	13
66	29	16	...	51	17	...	10	10	...	18	...	34	32	81	27	24	13	
67	32	27	...	35	...	...	15	15	...	18	...	34	32	81	27	24	13
68	64	57	...	35	...	...	15	15	...	18	...	34	32	81	27	24	13
69	38	17	...	32	13	...	13	13	...	18	...	34	32	81	27	24	13	
70	28	14	...	6	...	...	2	2	...	18	...	34	32	81	27	24	13
71	31	29	...	25	3	...	6	6	...	18	...	34	32	81	27	24	13	
72	31	28	...	26	...	...	7	7	...	18	...	34	32	81	27	24	13
73	31	22	...	30	...	...	6	6	...	18	...	34	32	81	27	24	13
74	63	38	...	27	118	...	3	3	...	18	...	34	32	81	27	24	13	
75	46	51	...	49	11	...	16	16	...	18	...	34	32	81	27	24	13	
76	84	47	...	40	13	...	14	14	...	18	...	34	32	81	27	24	13	
77	36	20	...	35	4	...	3	3	...	18	...	34	32	81	27	24	13	
78	16	17	...	28	8	...	3	3	...	18	...	34	32	81	27	24	13	
79	23	12	...	19	...	...	3	3	...	18	...	34	32	81	27	24	13
80	53	43	...	57	...	...	3	3	...	18	...	34	32	81	27	24	13
81	40	16	...	25	4	...	15	15	...	18	...	34	32	81	27	24	13	
82	53	24	...	36	...	...	8	8	...	18	...	34	32	81	27	24	13
83	59	34	...	33	11	...	11	11	...	18	...	34	32	81	27	24	13	
84	47	46	...	32	8	...	8	8	...	18	...	34	32	81	27	24	13	
85	15	9	...	12	...	...	36	36	...	18	...	34	32	81	27	24	13
86	54	37	...	52	22	...	100	57	...	18	...	34	32	81	27	24	13	
87	14	11	...	17	...	...	21	14	...	18	...	34	32	81	27	24	13
88	23	21	...	40	4	...	82	2	...	18	...	34	32	81	27	24	13	
89	34	42	...	27	10	...	32	67	...	18	...	34	32	81	27	24	13	
90	56	45	...	62	13	...	56	111	...	18	...	34	32	81	27	24	13	
91	48	44	...	96	14	...	73	126	...	18	...	34	32	81	27	24	13	
92	31	19	...	19	2	...	48	19	...	18	...	34	32	81	27	24	13	
93	33	24	...	36	5	...	74	22	...	18	...	34	32	81	27	24	13	
94	44	25	...	27	...	...	90	...	...	18	...	34	32	81	27	24	13
1	4,311	3,240	3,649	664	6,704	4,336	824	694	459	137	641	120	986	2,522	4,749	2,768	1,048	777
2	5,078	4,018	3,601	1,161	9,624	3,560	674	1,111	385	235	575	192	1,305	4,419	3,255	3,723	1,456	1,005
3	9,389	7,258	7,250	1,825	16,328	7,896	1,498	1,805	844	372	1,216	312	2,291	6,941	8,004	6,491	2,504	1,782
4	8,587	6,948	7,077	1,860	15,864	7,324	1,284	1,573	743	388	1,238	317	1,814	6,477	7,482	6,082	2,311	2,150
5	802	310	173	...	464	572	214	232	101	477	464	522	439	193	...
6	35	16	...	22	5	368
7	36.5	28.22	28.19	7.09	63.48	30.7	5.82	26.39	12.34	5.44	17.78	4.56	33.49	26.98	31.12	25.24	9.73	6.98

Table L.—PROTESTANT SEPARATE SCHOOLS.

Statistics.	No. 9 Cambridge.	No. 6 North Plantagenet.	No. 1, N. Tilbury.	L'Original Village.	Penetanguishene Town.	Totals.
Number of Schools	3	3	3	3	4	1
<i>Receipts :</i>						
Balances from 19021.....	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
Government Grants	6 20	31 48	19 75	277 60	92 91	477 94
Municipal Grants	4 05	2 45	12 27	20 65	150 43	189 85
Trustees' school taxes	100 53	350 00	150 00	548 42	1,972 85	2,671 27
Other sources			253 36			703 89
			130 00	8 59	4 50	143 09
Totals	110 78	433 93	565 33	855 26	2,220 69	4,186 04
<i>Expenditure :</i>						
Teachers' salaries	87 50	250 00	300 00	300 25	1,612 46	2,550 21
School sites and buildings.....		2 33	129 50		258 50	390 33
Libraries, maps, etc	40	98				1 38
Other expenses	16 75	57 99	52 80	35 94	346 20	509 68
Totals	104 65	311 30	482 30	336 19	2,217 16	3,451 60
Balances on hand	6 13	122 63	83 08	519 07	3 53	734 44
<i>Teachers :</i>						
Male.....					1	1
Female.....	1	1	1	1	3	7
Certificates	Temp.	II	III	III	4, II	5, II; 2, III;
Salaries.....	156 00	250 00	300 00	300 00	Male, \$675 00 Female \$317 00	1 Temp. Av. Male, \$675 00 Av. Female \$279 00
<i>Pupils :</i>						
Total number attending	12	8	36	29	229	314
Boys	6	4	23	13	127	173
Girls	6	4	13	16	102	141
Average attendance	5	3	19	20	144	191
No. in 1st Reader, Part I.....	4	4	7	7	55	77
" 1st " " II.....	2		10	3	49	64
" 2nd "	3	1	6	5	37	52
" 3rd "	3		11	7	41	62
" 4th "		3	2	7	38	50
" 5th "					9	9
" Writing	9	8	36	24	229	306
" Arithmetic	9	8	36	24	229	306
" Drawing	10	8	36	19	229	302
" Geography	8	4	19	16	229	276
" Music		8	36		63	107
" Grammar and Composition	8	4	19	16	229	276
" English History		3	2	6	47	58
" Canadian History	3	4	13	13	88	121
" Physiology and Temperance		4	36	13	47	100
" Drill and Calisthenics		8	36	24	182	250
" Bookkeeping	1	1			9	10
" Algebra	1	1			7	8
" Geometry	1	1			7	8
" Botany						
" Agriculture		1		17		18
School houses (brick, frame or log).....	Log	Frame	Frame	Brick	Brick	2B, 2 F, 1L.
Number of maps.....	7	8	3	12	8	38
Number of globes			1	1		2

Table M.—REPORT ON TRUANCY.

Cities.	No. of children otherwise employed during school hours.	No. of cases of truancy reported to the Truant Officer.	No. of Notices sent by Truant Officer to parent or guardians.	No. of complaints made before Police Magistrates or J.P.'s.	No. of convictions.	No. of children not attending any school.	Towns.	No. of children otherwise employed during school hours.	No. of cases of truancy reported to Truant Officer.	No. of notices sent by Truant Officer to parents or guardians.	No. of complaints made before Police Magistrates or J.P.'s.	No. of convictions.	No. of children not attending any school.
Brantford	50	325	35	12	9	20	Perth		10	2	1	1	
Chatham		12	2				Peterborough		45	15	2	1	
Guelph	3	40	47	2	5		Petrollea	10		15			
Hamilton		167	265	75	23		Port Arthur		6	6			
St. Catharines ...	10	27	67	4	4	12	Prescott			15	2	2	
St. Thomas	11	150	51	13	12		Ridgetown		4				
Stratford		53	46	9	9		St. Marys		9	9			
Toronto	119	623	57	16	9		Sarnia		19				
Woodstock			86	3			Seaforth		47	12			
Towns.							Smith's Falls		71	71	2	2	71
Arnprior		4	4				Welland		12	12			
Aylmer		11	11				Wiarton		5	5			35
Barrie		17	5				Villages.						
Berlin		4	3				Ailsa Craig		2				
Bowmanville	6	28	15		28		Ayr		2	5			
Bothwell		2	1				Burk's Falls		3	3			3
Brockville		41	41	2	1		Campbellford	2	7	5			
Carleton Place ..		20	10		2		Clifford	7		2			
Cobourg		5	6	1	1	3	Colborne			3			
Cornwall		107	2				Delhi		5	4			
Deseronto		150	175		25		Dundalk			3			3
Dundas	5	32	22	1	1		Elora			3			
Durham		9	3				Exeter		3	2			
Forest	1		1				Fergus		4	4			
Galt		3	3	3	3		Fort Erie		6	6			
Huntsville	3	20	7	3	2		Glencoe	1	1	3			
Ingersoll			2				Hintonburg	12		16			
Kingsville	4	2	3		2		L'Orignal		1	5			
Kincardine		3					Newbury		5	5	1		
Lindsay	7	100	101	1	1	1	Oil Springs		3	6			
Listowel		4					Point Edward		3	3			2
Mattawa	1	1	1				Port Elgin		3				
Mitchell	2	14	12				Shelburne		1	7	1	1	
Newmarket		8	8				Tara		15	15			
Niagara		37	3				Tweed		5	3			
North Bay	2						Winchester			12			
Owen Sound		3	5			108	Totals	256	2,319	1,381	154	82	320

Table N.—REPORT ON KINDERGARTENS.

Municipality.	No. of Kinder- gartens.	No. of Teachers.	No. of pupils attending.	Average daily attendance.
Cities :				
Brantford.....	4	9	470	181
Chatham.....	2	6	268	114
Guelph.....	1	2	131	43
Hamilton.....	14	17	1,259	474
Kingston.....	4	4	203	139
London.....	12	30	1,104	384
Ottawa.....	14	24	1,168	465
Stratford.....	3	6	339	108
Toronto.....	46	123	5,080	1,976
Towns :				
Aylmer.....	1	1	114	41
Berlin.....	5	5	253	195
Cobourg.....	1	2	94	37
Dundas.....	1	1	127	41
Galt.....	1	1	87	39
Hespeler.....	1	1	55	31
Ingersoll.....	1	1	89	29
*Listowel.....	1	1	56	35
Owen Sound.....	1	1	134	47
Peterborough.....	2	5	186	62
Pictou.....	1	1	64	30
Preston.....	1	1	94	42
Simcoe.....	1	1	109	33
Tillsonburg.....	1	1	83	31
Toronto Junction.....	2	4	205	84
Waterloo.....	1	1	56	26
*Welland.....	1	1	52	19
Totals.....	123	250	11,880	4,706

* Opened in September, 1903.

Table O.—REPORT ON NIGHT SCHOOLS.

Municipality.	No. of Night Schools.	Teachers.	Pupils attending.	Average daily at- tendance.
St. Catharines.....	1	1	27	6
Toronto.....	9	16	674	156
Totals.....	10	17	701	162

TABLE P.—GENERAL STATISTICAL ABSTRACT.

A General Statistical Abstract, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools (including Collegiate Institutes), also Normal College and Normal and Model Schools, from the year 1867 to 1903 compiled from Returns in the Education Department.

Subjects compared.	1867.	1872.	1877.	1882.	1887.	1892.	1897.	1902.	1903.
1 Population		1,620,851		1,926,922		2,114,321		2,167,978	
2 School population between the ages of five and sixteen years, up to 1884, (and five to twenty-one subsequently)	447,726	495,756	494,804	483,817	611,212	595,238	590,055	584,512	577,383
3 High Schools (including Collegiate Institutes)	102	104	104	104	112	128	130	134	135
4 Normal College and Normal and Model Schools	3	3	4	6	6	6	7	8	8
5 Total Public Schools in operation	4,261	4,490	4,955	5,013	5,277	5,577	5,574	5,671	5,794
6 Total Roman Catholic Separate Schools	161	171	185	190	229	312	340	391	412
7 Grand total of all schools in operation	4,527	4,768	5,248	5,313	5,624	6,023	6,051	6,204	6,289
8 Total pupils attending High Schools (including Collegiate Institutes)	5,696	7,968	9,229	12,348	17,459	22,837	24,390	24,472	25,722
9 Total students and pupils attending Normal College, Normal and Model Schools	800	800	900	1,059	1,204	1,270	1,492	1,709	1,780
10 Total pupils attending Public Schools	382,719	433,256	465,908	445,908	462,839	448,204	441,157	420,094	415,742
11 Total pupils attending Roman Catholic Separate Schools	18,924	21,406	24,952	26,148	30,373	37,466	41,620	45,964	47,117
12 Grand total, students and pupils attending High, Public, Separate Schools, Normal College, and Normal and Model Schools	408,139	463,430	500,989	484,919	511,875	509,777	508,659	492,239	490,361
13 Total amount paid for the salaries of Public and Separate School Teachers	\$1,093,516	1,371,594	2,038,099	2,144,448	2,458,540	2,752,628	2,886,061	3,198,132	3,309,993
14 Total amount paid for the erection and repairs of Public and Separate School houses, and for libraries, apparatus, books, fuel, stationery, etc	\$379,672	835,770	1,035,390	882,526	1,283,565	1,301,289	1,329,609	1,627,028	1,767,876
15 Grand total paid for Public and Separate School Teachers' salaries, the erection and repairs of School houses, and for libraries, apparatus, etc	\$1,473,188	2,207,364	3,073,489	3,026,974	3,742,105	4,053,917	4,215,670	4,825,160	5,077,869
16 Total amount paid for High School (and Collegiate Institute) Teachers' salaries	\$94,820	141,812	211,607	253,864	327,452	470,828	532,837	547,402	571,559
17 Total amount paid for erection and repair of High School (and Collegiate Institute) houses, maps, apparatus, prizes, fuel, books, etc	\$19,190	31,360	51,417	89,857	168,160	215,871	183,139	222,278	255,787
18 Grand total paid for educational purposes as above	\$1,587,198	2,380,536	3,336,513	3,370,695	4,237,717	4,740,616	4,931,646	5,594,840	5,905,215
19 Total Public and Separate School Teachers	4,890	5,476	6,408	6,857	7,594	8,480	9,128	9,631	9,723
20 Total Male Teachers	2,849	2,626	3,020	3,062	2,718	2,770	2,784	2,311	2,176
21 Total Female Teachers	2,041	2,850	3,448	3,795	4,876	5,710	6,344	7,320	7,547

APPENDIX B.—TEACHERS' INSTITUTES.
FINANCIAL STATEMENT, 1903.

Name of Institute.	Number of Institutes.	Number of Members.	Receipts.						Expenditure.						Balances.
			Government Grant.	Municipal Grant.	Members' Fees.	Balances and other sources.	Total Receipts.	Printing, postage, etc.	Libraries, Educational Journals, etc.	Miscellaneous.	Total expenditure.				
1 Algoma.....	1	98	25 00	.....	.....	48 32	73 32	6 82	4 25	20 25	31 32	\$	c.	\$	c.
2 Brant.....	132	132	25 00	25 00	.....	146 30	196 30	5 30	.....	76 50	81 80	114	40	114	40
3 Bruce, East.....	1	44	25 00	25 00	.....	18 60	68 60	8 08	17 50	41 83	67 51	1	09	1	09
4 Bruce, West.....	1	180	25 00	25 00	11 00	101 45	162 45	5 51	28 50	34 90	68 91	93	54	93	54
5 Carleton.....	1	122	25 00	25 00	.....	21 86	71 86	5 80	.....	37 00	42 80	29	06	29	06
6 Dufferin.....	1	122	25 00	25 00	.....	71 00	137 75	5 00	48 26	6 00	59 26	78	49	78	49
7 Dundas.....	1	95	25 00	25 00	23 75	149 10	222 85	12 53	.....	109 80	122 33	100	52	100	52
8 Durham.....	1	120	25 00	25 00	.....	25 82	75 82	16 25	.....	47 80	64 05	11	77	11	77
9 Elgin.....	1	175	25 00	25 00	.....	177 80	227 80	2 50	.....	33 10	35 60	192	20	192	20
10 Essex, North.....	1	60	25 00	.....	.....	.....	25 00	.....	.....	.....	.....	25	00	25	00
11 Essex, South.....	1	120	25 00	50 00	.....	138 38	213 38	50 95	.....	27 00	77 95	135	43	135	43
12 Frontenac.....	1	150	25 00	25 00	.....	54 67	104 67	4 57	.....	32 90	37 47	67	20	67	20
13 Glengarry.....	1	92	25 00	25 00	.....	19 17	69 17	24 37	.....	38 55	62 92	6	25	6	25
14 Grenville.....	1	105	25 00	25 00	.....	86 16	136 16	13 25	.....	48 40	61 65	74	51	74	51
15 Grey, East.....	1	35	25 00	25 00	8 75	42 03	100 78	12 75	.....	65 25	78 00	22	78	22	78
16 Grey, South.....	1	52	25 00	25 00	.....	13 00	219 54	9 77	67 38	35 50	112 65	169	89	169	89
17 Grey, West.....	1	104	25 00	25 00	10 25	79 94	140 19	10 40	7 55	69 05	87 00	53	19	53	19
18 Haldimand.....	1	113	25 00	25 00	.....	230 99	280 99	6 30	.....	30 15	36 45	244	54	244	54
19 Haliburton.....	1	59	25 00	25 00	5 50	6 02	61 52	6 23	14 26	15 99	36 48	25	04	25	04
20 Halton.....	1	93	25 00	25 00	.....	57 19	107 19	8 70	16 50	33 35	58 55	48	64	48	64
21 Hastings, North.....	1	123	25 00	25 00	.....	91 36	141 36	22 68	.....	51 65	74 33	67	03	67	03
22 Hastings, South.....	1	136	25 00	25 00	.....	217 98	267 98	11 00	.....	72 00	83 00	184	98	184	98
23 Huron, West.....	1	53	25 00	25 00	.....	69 33	132 33	11 51	7 80	37 65	56 96	75	37	75	37
24 Huron, East.....	1	139	25 00	25 00	13 00	18 64	68 64	4 00	.....	40 15	44 15	24	49	24	49
25 Kent, East.....	1	89	25 00	25 00	17 50	100 35	167 85	9 75	.....	106 85	116 60	51	25	51	25
26 Kent, West.....	1	135	25 00	25 00	27 75	44 08	121 83	6 10	60	79 70	86 40	36	43	36	43
27 Lambton, East.....	1	128	25 00	25 00	19 05	176 30	215 35	36 18	7 65	65 07	108 90	136	45	136	45
28 Lambton, West.....	1	125	25 00	25 00	.....	176 30	215 35	5 90	.....	39 50	36 40	90	51	90	51
29 Lanark.....	1	200	25 00	25 00	.....	76 91	126 91	10 55	87 70	49 00	147 25	128	00	128	00
30 Leeds, East (2).....	1	96	25 00	25 00	13 25	188 65	187 66	11 38	46 26	55 95	113 59	74	07	74	07

APPENDIX C.—*RURAL PUBLIC SCHOOL LIBRARIES, 1903-4.*

Every rural school board that has established a Library under the conditions of the regulations receives a grant, equivalent to half the amount expended for the year, but not exceeding \$10.

Inspectorate.	Name of school (section number and township) and amount expended for books recom- mended, during the academic year.	Total amount ex- pended for books recom- mended.		Total Government grant.	
		\$	c	\$	c
Brant	15 Brantford, 27.40; 13 Burford, 12.50; 13 S. Dumfries, 25.30	65	20	26	25
Bruce W...	14 Bruce, 30.37; 3 Culross, 30.91; 7 Culross, 31.33; 8 Culross, 32.18, & Greenock, 13.03; 1 Huron, 16.70; 12 Huron, 25.00; 8 Kin- cardine, 20.10; 11 Kincardine, 16.73; 2 Sau- geen, 14.42; 5 Saugeen, 30.00; 6 Saugeen, 21.46	282	23	110	43
Carleton	8 Fitzroy, 20.00; 3 Gloucester, 12.50; 6 Glou- cester, 10.16; 9 Gloucester, 15.00; 19 Glou- cester, 17.00; 20 Gloucester, 20.00; 13 Goulburn, 35.48; 3 N. Gower, 16.90; 11 N. Gower, 19.10; 1 March, 20.00; 6 Marl- borough, 19.91; 2 Nepean, 33.00; 3 Nepean, 29.87; 11 Osgoode, 40.00; 8 Osgoode, 25.00; 12 Osgoode, 20.00; 2 Torbolton, 20.00	373	92	155	28
Dufferin	2 Amaranth, 25.00; 10 Amaranth, 20.00; 4 E. Garafraxa, 20.44; 5 E. Garafraxa, 10.00; 15 East Garafraxa, 20.00; 8 Melancthon, 27.83; 13 Melancthon, 20.00; 14 Melac- thon, 21.36; 8 Mulmur, 20.00	184	63	85	00
Dundas	5 Mountain, 16.85; 12 Mountain, 10.00; 4 Win- chester, 15.00; 12 Winchester, 45.39	87	24	30	92
Durham	7 Cartwright, 10.00; 6 Darlington, 20.00; 20 Darlington, 5.72	35	72	17	86
Elgin	3 Aldborough, 20.00; 4 Aldborough, 27.97; 5 Aldborough, 20.00; 6 Aldborough, 20.00; 7 Aldborough, 35.00; 10 Aldborough, 21.00; 15 Aldborough, 20.00; 2 Bayham, 30.00; 8 Bayham, 20.00; 9 Bayham, 20.00; 10 Bay- ham, 20.00; 11 Bayham, 10.00; 12 Bayham, 4.00; 5 Dunwich, 20.00; 10 Dunwich, 20.00; 12 Dunwich, 20.00; 1 Malahide, 20.00; 2 Malahide, 25.00; 7 Malahide, 20.00; 8 Malahide, 20.00; 11 Malahide, 27.00; 13 Malahide, 21.00; 14 Malahide, 20.00; 15 Malahide, 20.00; 16 Malahide, 20.00; 1 Southwold, 20.00; 3 Southwold, 20.00; 6 Southwold, 25.00; 7 Southwold, 20.00; 9 Southwold, 20.00; 10 Southwold, 20.00; 11 Southwold, 20.00; 12 Southwold, 35.00; 17 Southwold, 20.00; 21 Southwold, 15.00; 6 S. Dorchester, 20.00; 10 S. Dorchester, 20.00; 3 Yarmouth, 20.00; 7 Yar- mouth, 10.00; 8 Yarmouth, 10.00; 9 Yarmouth, 30.00; 13 Yarmouth, 10.00; 14 Yarmouth, 27.00; 17 Yarmouth, 10.00; 19 Yarmouth, 10.46; 22 Yarmouth, 25.00; 24 Yarmouth, 11.50	99	93	470	48

APPENDIX C.—*Continued.*

Inspectorate.	Name of school (section number and township) and amount expended for books recom- mended, during the academic year.	Total amount ex- pended for books recom- mended.		Total Government grant.	
		\$	c.	\$	c.
Essex N.	3 Maidstone, 31.00; R. C. Sep. School, 1 Sand- wich E, 10.00	41	00	15	00
Essex S.	5 Gosfield S., 11.09	11	09	5	54
Frontenac	2 Barrie, 20.00; 16 Bedford, 20.00; 2 Claren- don, 25.00; 4 Hinchinbrooke, 20.00; 9 Hinch- inbrooke, 23.73; 2 Kennebec, 25.00; 1 Kingston, 22.90; 2 Kingston, 25.00; 3 Kings- ton, 20.00; 13 Kingston, 20.00; 14 Kingston, 20.00; 15 Kingston, 20.00; 17 Kingston, 20.00; 18 Kingston, 20.00; 20 Kingston, 20.00; 3 Loughboro, 20.00; 4 Loughboro, 20.00; 14 Loughboro, 20.00; 4 Olden, 20.00; 1 Oso, 20.12; 2 Oso, 20.00; 4 Oso, 20.00; 9 Oso, 20.00; 1 Palmerston, 20.00; 3 Palmers- ton, 20.00; 6 Palmerston, 20.00; 3 Pitts- burgh, 20.00; 5 Pittsburgh, 20.50; 8 Pitts- burgh, 27.00; 10 Pittsburgh, 32.90; 13 Pittsburgh, 20.00; 19 Pittsburgh, 20.00; 3 Portland, 25.20; 1 Storrington, 20.00; 2 Storrington, 20.00; 3 Storrington, 25.00; 4 Storrington, 20.10; 5 Storrington, 20.10; 8 Storrington, 20.00; 10 Storrington, 20.00; 12 Storrington, 20.15; 13 Storrington, 20.00; 4 Wolfe Island, 20.00; 5 Wolfe Island, 20.00; 15 Wolfe Island, 20.00	957	70	450	00
Glengarry	16 Kenyon, 12.98	12	98	6	49
Grey E.	4 St. Vincent, 10.40	10	40	5	20
Grey S.	3 Bentinck, 20.00; 7 Egremont, 13.00; 10 Glenelg, 17.58; 1 Normanby, 15.00; 4 Nor- manby, 10.40; 15 Normanby, 20.23; 7 Pro- ton, 16.00; 9 Proton, 20.00	132	21	65	99
Grey W.	5 Holland, 10.00; 3 Derby, 10.00; 8 Sydenham, 6.70	26	70	13	35
Haldimand	7 Walpole, 3.94; 11 Walpole, 10.00; 3 Rainham, 10.00	20	94	11	97
Haliburton, etc.	2 Glamorgan, 10.50; 2 Guilford, 16.50; 1 Mon- mouth, 10.50; 2 Monmouth, 20.60; 3 Mon- mouth, 20.90; 5 Monmouth, 23.65; 6 Mon- mouth, 20.50; 2 Snowden, 7.60; 3 Chafey, 20.83; 7 Onafey, 14.00; 7 Stisted, 30.00	190	58	89	55
Halton	1 Esquesing, 6.00; A. E. Esquesing, 32.00; 6 Tra- falgar, 21.00; 12 Trafalgar, 6.00; 18 Tra- falgar, 10.00; 3 Nelson, 27.00; 4 Nelson, 10.00	112	00	46	00
Hastings N.	20 Rawdon, 20.15	20	15	10	00
Huron E.	4 Grey, 19.00; 10 Grey, 20.00; 11 Howick, 20.00; 1 Morris, 20.00; 10 Morris, 14.00; 9 Tuck- smith, 16.00	109	00	44	50

APPENDIX C.—*Continued.*

Inspectorate.	Name of school (section number and township) and amount expended for books recom- mended, during the academic year.	Total amount exp- ended for books recom- mended.		Total Government grant.	
		\$	c.	\$	c.
Huron W.	9 Ashfield, 20.00; 13 Ashfield, 23.95; 2 Col- borne, 15.00; 7 Hay, 10.00; 6 Stanley, 20.22; 5 Stephen, 13.59; 11 Stephen, 20.00; 16 Stephen, 28.40; 5 Usborne, 20.15; 6 Usborne, 20.00; 7 Usborne, 20.00; 9 E. Wawanosh, 30.00; 15 W. Wawanosh, 10.00.	251	35	114	32
Kent E.	1 Harwich, 20.00; 4 Harwich, 20.00; 7 Har- wich, 20.00; 16 Harwich, 20.00; 1 Howard 33.00; 2 Howard, 23.50; 3 Howard, 20.00; 7 Howard, 20.00; 14 Howard, 10.00; 5 Cam- den, 33.00; 7 Camden, 23.50; 3 Zone, 10.00; 4 Zone, 40.00	293	00	120	00
Kent W.	1 Chatham, 25.00; 2 Chatham, 20.30; 12 Chat- ham, 13.00; 17 Chatham, 12.00; U. 1 Chat- ham, 8.48; 2 Dover, 15.00; 10 Dover, 25.00; 12 Dover, 10.00; 4 S. Raleigh, 10.00; 4 N. Raleigh, 10.00; 10 Raleigh, 10.00;	158	78	74	24
Lambton E.	5 Euphemia, 20.74	20	74	10	00
Lanark	4 Bathurst, 15.00; 5 Bathurst, 12.14; 12 Bath- urst, 10.00; 6 Beckwith, 14.80; 11 Drum- mond, 20.00; 13 Drummond, 20.00; 10 Lan- ark, 12.50; 3 Ramsay, 15.00; 6 and 7 Ram- say, 29.00; 10 Ramsay, 18.00; 15 Ramsay, 61.00; 1 N. Sherbrooke, 15.00; 2 S. Sher- brooke, 11.50	253	94	101	97
Leeds No. 2	1 Kitley, 30.00; 10 Kitley, 20.00; 15 Kitley, 20.00; 18 Kitley, 10.00; 4 Front and Yonge, 10.00; 17 Front and Yonge, 20.19; 4 Eliza- bethtown, 10.00; 7 Elizabethtown, 11.97; 9 Elizabethtown, 20.31	152	47	70	98
Leeds No. 3 and Gren- ville	15 Edwardsburg, 19.60; 8 Oxford, 10.00	29	60	14	80
Lennox and Addington	19 Camden, 9.07; 18 N. Fredericksburg, 31.73; 6 Sheffield, 35.00	75	80	24	53
Lincoln	4 Caistor, 20.00; 1 Caistor, 20.00; U. 2 Clinton and 3 Louth, 33.64; U. 3 Clinton and 4 Louth, 21.50; 2 Clinton, 20.00; U. 1 Clinton and 2 Louth, 30.00; 8 Gainsboro, 20.00; 1 Gainsboro, 20.00; 4 Gainsboro, 20.00; 2 Gainsboro, 20.53; 5 Gainsboro, 20.00; 9 Gainsboro, 20.00; 1 N. Grimsby, 20.00; U. 5 N. Grimsby, 20.00; 11 S. Grimsby, 22.01; 2 Louth, 20.00; 3 Louth, 59.00; 4 Louth, 20.00; 1 Louth, 20.75; 8 Niagara, 20.00	467	43	200	00
Middlesex E.	11 N. Dorchester, 6.40; 16 N. Dorchester, 23.20; 3 Westminster, 2.50; 5 Westminster, 20.00; 10 Westminster, 20.00; 14 Westminster, 15.00	87	10	41	05
Middlesex W.	U. 1 and 2 Adelaide and W. Williams, 20.08; U. 2 Adelaide and E. Williams, 22.21; 1 Ekfrid, 20.00; 6 Lobo, 11.06; 7 Mosa, 15.00	88	35	43	07

APPENDIX C.—*Continued.*

Inspectorate.	Name of school (section number and township) and amount expended for books recom- mended, during the academic year.	Total amount ex- pended for books recom- mended.		Total Government grant.	
		\$.	c.	\$	c.
Norfolk	2 Middleton, 13.00; 3 Middleton, 20.06; 2 Wind- ham, 9.76; 3 Woodhouse, 3.50	46	32	23	13
Northumberland	17 Cramahe, 25.54; 10 Hamilton, 10.00; 11 and 12 Haldimand, 20.00; 16 and 18 Murray and Brighton, 24.55; 9 Murray and Brighton, 20.00	100	09	45	00
Ontario W.	4 Brock, 20.00; 13 Brock, 20.00; 1 Mara, 20.00; 2 Mara, 20.00; 5 Mara, 20.00; 10 Mara, 20.00; 5 Rama, 20.00; 6 Rama, 20.00; 3 Scott, 20.00; 1 Scugog, 20.00; 2 Scugog, 20.00; 3 Scugog, 20.00; 2 Thorah, 20.00; 5 Thorah, 30.00; 3 Thorah, 20.00; 3 Ux- bridge, 20.00; 9 Uxbridge, 20.00; 7 Ux- bridge, 20.00; 2 Uxbridge, 30.00; 10 Ux- bridge, 10.00; 4 Uxbridge, 20.00; 12 Ux- bridge, 20.00; 6 Uxbridge, 20.00; 11 Ux- bridge, 10.00	480	00	230	00
Ontario S.	4 Reach, 9.93; 1 Reach, 10.00	19	93	9	97
Oxford	6 E. Nissouri, 20.00; 11 E. Nissouri, 10.00; 2 N. Oxford, 2.00; 8 E. Zorra, 25.00; 3 E. Zorra, 20.98; 9 E. Zorra, 12.23; 8 W. Zorra, 22.00	112	21	52	11
Perth	7 Downie, 20.57; 8 Downie, 10.95; U. 2 Elma, 20.80; 3 Elma, 22.00; 7 Elma, 28.71; 7 Hibbert, 20.00; 2 Logan, 20.00; 4 Logan, 10.05; 9 Logan, 20.00; 3 Mornington, 20.00; 12 Mornington, 34.00; U. 5 Wallace, 10.00; 6 Wallace, 4.98	242	06	107	93
Peterboro	1 Otonabee, 27.05; 2 Smith, 13.20	40	25	16	60
Prince Edward	5 Hallowell, 10.00; 13 Hallowell, 10.00; 14 Hallowell, 20.00; 2 Sophiasburgh, 17.22; 4 Sophiasburgh, 20.00; 14 Sophiasburgh, 15.00; 12 Sophiasburgh, 10.00; 14 S. Marys- burgh, 22.00	124	22	61	11
Prescott and Russell	10 N. Plantaganet, 26.06; 1. S. Plantaganet, 21.15; 5 Cumberland, 23.08; 6 Cumberland, 20.05; 8 Cumberland, 10.55; 4 Clarence, 20.00; 3 Russell, 20.57	141	47	65	27
Renfrew	6 Admaston, 12.67; 8 Bromley, 20.74; 4 Grat- tan, 27.55; 7 Radcliffe, 20.00; 8 Ross, 30.68; 5 Stafford, 17.30; 1 Stafford, 11.00	139	94	60	48
Simcoe E. and W. Muskoka	6 Medonte, 18.50; 16 Medonte, 27.90; 5 Orillia, 20.00; 7 Orillia, 30.24; 13 Orillia, 30.00; 10 Oro, 22.19; 16 Oro, 23.25; 6 Tay, 20.21; 12 Tay, 27.00; 2 Medora, 20.00; 3 Medora, 30.00; 2 Morrison, 20.00; 3 Morrison, 20.00; 4 Morrison, 7.44; 5 Morrison, 6.48; 5 Watt, 30.00	353	21	146	21

APPENDIX C.—*Concluded.*

Inspectorate.	Name of school (section number and township) and amount expended for books recom- mended, during the academic year.	Total amount ex- pended for books recom- mended.		Total Government grant.	
		\$	c.	¢	c.
Stormont	3 Finch, 20.00	20	00	10	00
Victoria E.	7 Ops, 30.00	30	00	10	00
Victoria W.	17 Mariposa, 10.00; 8 Eldon, 56.38	66	38	15	00
Waterloo	4 Wellesley, 12.00; 16 Wellesley, 23.69; 8 Woolwich, 10.00	45	69	21	00
Wellington N.	6 Peel, 30.00; 13 Peel, 7.10	37	10	18	55
Wellington S.	1 Erin, 18.18; 1 W. Garafraxa, 13.81; 6 W. Garafraxa, 19.20	51	19	25	59
Wentworth	2 Ancaster, 20.00; 5 Ancaster, 15.64; 10 An- caster, 20.00; 3 Barton, 20.00; 9 Beverly, 24.00; 10 Beverly, 9.39; 13 Beverly, 10.00; 14 Beverly, 20.00; 1 Binbrook, 27.74; 6 Flamboro E., 21.65; 4 Flamboro W., 10.00; 6 Flamboro W., 17.85; 2 Glanford, 20.11	236	38	111	43
York N.	4 Georgina, 33.85; 7 E. Gwillimbury, 27.50; 10 E. Gwillimbury, 20.00; 3 E. Gwillimbury, 20.00; 5 Vaughan, 4.35; 7 Whitchurch, 9.95; 9 Whitchurch, 12.00	127	65	53	14
York S.	1 Etobicoke, 20.00; U. 3 Etobicoke and 24 York, 20.00	40	00	20	00
Algoma	Massey Station, 20.00	20	00	10	00
Manitoulin	1 Robinson, 20.00; 1 Tehkummah, 25.00	45	00	20	00
Parry Sound	3 Perry, 30.00; 4 Ryerson, 20.00; 1 Spence, 19.90; 5 Strong, 15.00	84	90	37	15
R. C. Separate Schools, W. Ontario	1 Carrick and Culross, 11.00; 9 Downie, 20.00; 3 Holland, 10.00; 5 Raleigh, 10.53; 6 Raleigh, 20.00; 7 Sydenham, 10.00	81	53	40	76
Totals, 1903-4, 424 Libraries..		8,195	70	3,656	41
Totals, 1902-3, 320 Libraries..		6,889	02	2,894	22
Increases —104 Libraries..		1,306	68	762	19

a Twenty dollars of this sum were expended in the preceding year.

APPENDIX D.—INSPECTION OF SCHOOLS.

I.—LIST OF INSPECTORS, 1904.

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (traveling expenses included in some cases) for 1903.
T. W. Standing, B.A.	Brant; Town of Paris	Brantford ..	1,155 00
W. S. Clendenning.....	Bruce, East; Towns of Walkerton, Wiarton; Villages of Chesley, Tara	Walkerton ..	1,470 00
W. I. Chisholm, M.A....	Bruce, West; Town of Kincardine; Villages of Lucknow, Paisley, Port Elgin, Southampton, Teeswater, Tiverton	Kincardine ..	1,430 00
Robert H. Cowley, B.A.	Carleton; Villages of Hintonburg, Ottawa East, Richmond	Ottawa	1,355 00
Nathaniel Gordon	Dufferin; Town of Orangeville; Villages of Grand Valley, Shelburne	Orangeville ..	1,440 00
Arthur Brown	Dundas; Villages of Chesterville, Iroquois, Morrisburg, Winchester	Morrisburg...	1,090 00
W. E. Tilley, M.A., Ph.D.	Durham and S. Monaghan Tp.; Towns of Bowmanville, Port Hope; Villages of Millbrook, Newcastle.....	Bowmanville ..	1,420 00
Welburn Atkin.....	Elgin; Town of Aylmer; Villages of Dutton, Port Stanley, Springfield, Vienna	St. Thomas...	1,638 50
a D. Chenay.....	Essex, North (No. 1); Town of Sandwich; Village of Belle River	Windsor	750 00
D. A. Maxwell, B. A., LL.B., Ph.D.	Essex, South (No. 2); Towns of Amherstburg, Essex, Kingsville, Leamington	Windsor	1,725 00
Wm. Spankie, M.D....	Frontenac; Villages of Garden Island, Portsmouth	Kingston ..	1,545 00
Don'd McDiarmid, M.D.	Glengarry; Town of Alexandria; Villages of Lancaster, Maxville	Maxville	1,048 11
Andrew Grier	Grey, East; Town of Thornbury	Thornbury ..	1,051 00
H. H. Burgess, B.A....	Grey, West; Town of Owen Sound; Village of Chatsworth	Owen Sound ..	1,300 00
N. W. Campbell	Grey, South; Towns of Durham, Meaford; Villages of Dundalk, Hanover, Markdale	Durham	1,552 00
Clarke Moses	Haldimand; Town of Dunnville; Villages of Caledonia, Cayuga, Hagersville	Caledonia ..	1,223 25
Syivanus Phillips, B.A.	Haliburton, North East Muskoka; South Nipissing, East Parry Sound; Town of Huntsville	Minden	1,627 00
J. S. Deacon	Halton; Towns of Milton, Oakville; Villages of Acton, Burlington, Georgetown	Milton	1,410 00
William Mackintosh...	Hastings, North; Villages of Madoc, Marmora, Stirling	Madoc	1,547 50
John Johnston	Hastings, South; City of Belleville; Towns of Deseronto, Trenton; Village of Tweed	Belleville	1,625 00
David Robb	Huron, East; Towns of Clinton, Seaforth, Wingham; Villages of Blyth, Brussels, Wroxeater	Brussels	1,454 25
J Elgin Tom	Huron, West; Town of Goderich; Villages of Bayfield, Exeter, Hensall	Goderich	1,542 00
Rev. W. H. G. Colles...	Kent, East; Towns of Blenheim, Bothwell, Ridgetown; Village of Thamesville	Chatham	980 00
Robert Park	Kent, West; City of Chatham; Towns of Dresden, Wallaceburg; Village of Tilbury	Chatham	1,586 75
C. A. Barnes, M.A.....	Lambton, East (No. 2); Town of Petrolea; Villages of Alvinston, Arkona, Oil Springs, Watford...	Petrolea	1,524 00
D. D. Moshier, B.A., B. Paed	Lambton, West (No. 1); Towns of Forest, Sarnia; Villages of Point Edward, Thedford, Wyoming Sarnia	Sarnia	1,420 50

a. Also Inspector of R. C. Bilingual Schools in Essex and Kent.

b. Including salary for Windsor and Walkerville.

LIST OF INSPECTORS, 1904.—*Continued.*

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (travel- ing expenses included in some cases) for 1903.
			\$ c.
F. L. Michell, M.A.	Lanark; Towns of Almonte, Carleton Place, Perth,		
Wm. Johnston, M. A.,	Smith's Falls; Village of Lanark	Perth	1,835 00
LL.B.	Leeds and Grenville, (No. 1); Town of Gananoque;		
	Villages of Newboro, Westport	Athens	1,225 00
Robert Kinney, M.D.	Leeds and Grenville, (No. 2); Village of Athens	Brockville ...	1,110 00
T. A. Craig	Leeds and Grenville, (No. 3); Town of Prescott;		
	Villages of Cardinal, Kemptville, Merrickville...	Kemptville ..	1,120 00
Frederick Burrows	Lennox and Addington; Town of Napanee; Vil-		
	lages of Bath, Newburgh	Napanee	1,457 00
W. W. Ireland, B.A.	Lincoln; Town of Niagara; Villages of Beams-		
	ville, Grimsby, Merriton, Port Dalhousie	St. Catharines	1,385 00
P. J. Thompson, B.A.	Middlesex, East; Village of Lucan	London	1,279 00
H. D. Johnson	Middlesex, West; Towns of Parkhill, Strathroy;		
	Villages of Ailsa Craig, Glencoe, Newbury,		
	Wardsville	Strathroy ...	1,185 00
c. H. Frank Cook, B.A.	Norfolk; Town of Simcoe; Villages of Delhi, Port		
	Dover, Port Rowan, Waterford	Simcoe	d 1,535 00
Albert Odell	Northumberland; Town of Cobourg; Villages of		
	Brighton, Campbellford, Colborne, Hastings	Cobourg	1,584 13
James McBrien	Ontario, North; Town of Uxbridge; Villages of		
John Waugh, B.A., D.	Beaverton, Cannington, Port Perry	Prince Albert	1,015 00
Paed	Ontario, South; Towns of Oshawa, Whitby	Whitby	1,105 50
William Carlyle	Oxford; City of Woodstock; Towns of Ingersoll,		
	Tillsonburg; Villages of Embro, Norwich	Woodstock ...	1,875 00
Allan Embury	Peel; Town of Brampton; Villages of Bolton,		
	Streetsville	Brampton ...	1,200 00
William Irwin, B.A.	Perth; Towns of Listowel, Mitchell, St. Mary's;		
	Village of Milverton	Stratford ...	1,691 75
J. Coyle Brown	Peterborough; Villages of Havelock, Lakefield,		
	Norwood	Peterboro ...	1,380 00
W. J. Summerby	Prescott and Russell; Towns of Hawkesbury, Van-		
	kleek Hill; Villages of Casselman, L'Orignal,		
	Rockland	Russell	1,192 50
G. D. Platt, B.A.	Prince Edward; Town of Picton; Village of Wel-		
	lington	Picton	1,037 00
R. G. Scott, B.A.	Renfrew; Towns of Arnprior, Pembroke, Renfrew;		
	Villages of Cobden, Eganville	Pembroke ...	2,140 00
J. C. Morgan, M.A.	Simcoe, North; Towns of Barrie, Midland, Orillia,		
	Penetanguishene; Village of Creemore	Barrie	1,616 00
Rev. Thos. McKee	Simcoe, Southwest; Towns of Alliston, Stayner;		
	Villages of Beeton, Bradford, Tottenham	Barrie	1,450 00
Isaac Day, B.A.	Simcoe, East, and West Muskoka; Town of		
	Gravenhurst; Village of Port Carling	Orillia	1,536 25
Alexander McNaughton	Stormont; Town of Cornwall	Cornwall ...	1,015 00
J. H. Knight	Victoria, East; Town of Lindsay; Villages of		
	Bobcaygeon, Omeme	Lindsay	861 75
W. H. Stevens, B.A.	Victoria, West, and Southeast Muskoka; Town of		
	Bracebridge; Villages of Fenelon Falls, Wood-		
	ville	Lindsay	1,423 00
Thomas Pearce	Waterloo, No. 1; Towns of Berlin, Hespeler,		
	Preston, Waterloo; Village of Elmira	Berlin	2,300 00
C. F. W. Sheppard....	Waterloo, No. 2; Town of Galt; Villages of Ayr,		
	New Hamburg	Berlin	
J. H. Ball, M.A.	Welland; City of Niagara Falls; Towns of Thor-		
	old, Welland; Villages of Bridgeburg, Chip-		
	pawa, Fort Erie, Port Colborne	Welland	1,413 75

c. Appointed in 1904.

d. Salary of former Inspector.

I.—LIST OF INSPECTORS, 1904.—*Continued.*

Public School Inspectors.	Jurisdiction.	Post Office.	Salary (travel- ling expenses included in some cases) for 1903.
David Clapp, B.A.....	Wellington, North; Towns of Harriston, Mount Forest, Palmerston; Villages of Arthur, Clif- ford, Drayton	Harriston	1,100 00
J. J. Craig, B.A.....	Wellington, South; Villages of Elora, Erin, Fergus	Fergus	1,100 00
J. H. Smith	Wentworth; Town of Dundas; Village of Water- down	Hamilton	1,270 00
A B Davidsón, B.A....	York, North; Towns of Aurora, Newmarket; Vil- lages of Holland Landing, Richmond Hill, Sutton	Newmarket.	1,119 00
David Fotheringham...	York, South; Towns of East Toronto, North Toron- to, Toronto Junction; Villages of Markham, Stouffville, Weston, Woodbridge	Toronto	1,725 50
John Ritchie	Districts of Thunder Bay, Rainy River; Towns of Fort Frances, Fort William, Port Arthur, Rat Portage, Rainy River	Port Arthur	c 625 00
b L. A. Green, B.A....	District of Algoma; Towns of Bruce Mines, Mas- sey, Sault Ste. Marie, Steelton, Thessalon.....	S. Ste. Marie	d 1,800 00
Donald McCaig.....	Manitoulin Island, etc.; Towns of Collingwood, Gore Bay, Little Current	Collingwood	2,024 20
b J. B. McDougall, B.A	District of North Nipissing, etc.; Towns of Cache Bay, Copper Cliff, Haileybury, Mattawa, New Liskeard, North Bay, Sturgeon Falls, Sudbury.	North Bay...	.....
Rev. Geo. Grant, B.A.	District of West Parry Sound; Town of Parry Sound; Villages of Burk's Falls, Sundridge.	Orillia	1,815 27
a Wm. Wilkinson, M.A.	City of	Brantford ..	d 400 00
Wm. Tytler, B.A.....	do	Guelph	600 00
W. H. Ballard, M.A....	do	Hamilton ..	2,209 00
W. G. Kidd	do	Kingston ..	1,400 00
e C. B. Edwards, B.A.	do	London	d 1,585 00
John C. Glasham, LL.D	do	Ottawa	2,400 00
J. B. Grey	do	St. Catharines	400 00
S. Silcox, B.A., D. Paed.	Prin. Co. Model School, City of	St. Thomas	1,200 00
J. Russell Stuart	do do do	Stratford ..	1,200 00
James L. Hughes	City of	Toronto	3,500 00
W. F. Chapman	do	Toronto	2,250 00
e Robt. Mead, M.A.	City of Windsor and Town of Walkerville.....	Windsor .....	.....
John Connolly	Town of	Brockville ..	1,000 00
Duncan Walker, B.A....	do	Peterboro ..	1,200 00
		Total	105,791 46

a. Appointed in 1904, since deceased. J. P. Hoag, B.A., appointed, duties to commence 1st May, 1905.

b. Duties commenced January, 1904.

c. Five months' salary.

d. Salary of former Inspector.

e. Appointed in 1904

LIST OF INSPECTORS, 1904.—*Concluded.*

Other Inspectors.	Post Office.	Salary, 1903.	Travelling expenses paid, 1903.	Total.	—
<i>Separate School Inspectors:</i>		\$ c.	\$ c.	\$ c.	\$ c.
Wm. Prendergast, B.A.	Toronto.....	1,700 00	414 05	2,114 05	
Michael O'Brien	Peterborough.	1,700 00	566 25	2,265 25	
John F. Power, M.A.	London.....	1,700 00	418 90	2,118 90	
<i>Inspector of Bilingual Separate Schools:</i>					
Telephore Rochon, B.A., (East)	Clarence Creek	1,500 00	304 45	1,804 45	
a D. Chenay, (West)	Windsor.....				
<i>Inspector Technical Schools:</i>					
Albert H. Leake	Toronto.....				
<i>County Model School Inspector:</i>					
John J. Tilley	Toronto.....	1,850 00	407 10	2,257 10	
<i>High School Inspectors:</i>					
John E. Hodgson, M.A.	Toronto.....	2,750 00	477 40	3,227 40	
John Seath, M.A., LL.D.....	Toronto.....	2,750 00	420 75	3,170 75	
Total					18,458 90
Grand total (all Inspectors)					124,250 36

a. Also Inspector of Public Schools, Essex North.

II. DIPLOMAS FOR SCHOOL PREMISES, 1904.

Name of Inspector.	Jurisdiction.	No. of schools reported as receiving dip- lomas in 1904.	Name of Inspector.	Jurisdiction.	No. of schools reported as receiving diplomas in 1904.
T. W. Standing.....	Brant	9	Chas. A. Barnes.....	Lambton, E.	15
R. W. Cowley	Carleton	23	D. D. Moshier	Lambton, W.	13
Arthur Brown.....	Dundas	18	P. J. Thompson ..	Middlesex, E.....	4
W. E. Tilley.....	Durham	5	H. D. Johnson.....	Middlesex, W.	6
J. S. Deacon.....	Halton.....	22	Thos. Pearce.....	Waterloo	19
D. Robb.....	Huron E.	19	J. H. Smith	Wentworth	25
Robt. Park	Kent, W.	48	D. Fotheringham..	York, S.	5

APPENDIX E.—CONTINUATION CLASSES 1903-1904.

Inspectorate,	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Brant	Arthur E. Green ..	I	4	8 S. Dumfries	12	1			
	Charlotte Ballackey	I	1	11 Burford	5				1
Bruce E.....	R. D. McMurchy,								
	B. A.....	I	9	*Chesley Village.....	74	1			
	A. M. Sheppard ..	I	3	14 Carrick	14			1	
	J. F. Loney	II	2	U. 3 Amable	5				1
Bruce W.....	E. U. Dickenson,								
	B. A.....	I	7	† Paisley Village...	62	1			
	D. L. Strachan	I	5	Teeswater Village	36	1			
	Jos. Stalker	II	5	Lucknow Village	35		1		
	Jas. McPherson	I	3	10 Huron	11		1		
	Chas. Cameron	I	3	Tiverton Village	12		1		
	Jno. Thos. Kidd	II	1	7 Bruce	6			1	
	John H. Young	III	1	16 Bruce	6				1
	Margaret M. Stewart	III	1	2 Culross	3				1
	John A. Bush	II	1	12 Culross	5				1
	Kath'rine MacNabb	II	1	14 Huron	5				1
	Richard D. Lane	III	1	2 Kinloss	3				1
	W. Graham Lavery	III	1	10 Kinloss	9				1
Carleton	Muriel Payne.....	I	2	† Fitzroy	11	1			
	Margaret Stephen...	I	4	† Nepean.....	16	1			
	Mary D. Harkness..	I	3	11 Osgoode	34	1			
	Samuel Acheson....	II	8	Hintonburg Village.	26	1			
	Wallace Pettapiece.	II	2	6 N. Gower	8			1	
	Ernest Worley	II	3	3 Huntley	7			1	
	Janie Potter	II	1	5 Fitzroy	4				1
	Jessie Potter	II	1	7 Goulburn	3				1
	Lina Argue	III	1	1 Huntley	3				1
	Andrew J. Kerr ..	III	2	Richmond Village ..	7				1
Dufferin	B. E. Thackeray,								
	B. A.....	I	5	Grand Valley Vill'e	12	1			
	T. E. Langford, M.A	I	7	† Shelburne Village..	42	1			
	Wm. Heath	II	2	17 Mono	7			1	
Dundas	H. B. Fetterly, B.A.	I	7	Winchester Village...	43	1			
	Geo. H. Steer	I	4	Chesterville Village.	29	1			
	Horatio Loucks	I	4	12 Winchester	37	1			
	Frank Anderson	II	2	U18 Williamsburgh	5				1
	Gideon O. Barclay...	III	2	2 Winchester	4				1
	W. B. Poaps	III	2	22 Mountain	5				1
Durham	D. Hampton	II	4	Millbrook Village ..	41	1			
	Hanna Staples	II	1	15 Manvers	5			1	
	Frank F. Staples ..	III	3	12 Clarke	5			1	
	Becca Fair	II	1	9 Cavan	3				1
	Gertrude Gardiner..	II	1	15 Cavan	4				1
Elgin	E. S. Williams	I	4	5 Aldborough	27	1			
	Henry Wing	I	4	6 Aldborough	21	1			
	Geo. Stewart	II	3	Springfield Village..	19	1			
	J. W. Brown	II	2	9 Southwold.....	10		1		
	J. B. McFadyen ..	II	2	12 Southwold	10		1		
	Geo. Dale	II	3	11 S. Dorchester	9		1		
	Isaac McLean	II	2	10 Aldborough	5			1	
	Laura Graham	I	1	5 Dunwich	5			1	
	Arthur Curtis	II	2	13 Dunwich	7			1	
	Annie McKillop	II	1	4 Aldborough	4				1
	T.H. Bell	II	2	2 Bayham	3				1
	Geo. Priddle	II	2	18 Bayham	3				1
	Martha Duncanson.	III	1	10 Dunwich	4				1

* Three teachers, two of whom are university graduates, doing Cont. Class work only.

† Two teachers, both university graduates, doing Cont. Class work only.

‡ Organized January, 1904.

APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of	Class of School.			
						A	B	C	D
Elgin,—Con.	Nellie Harris	II	1	8 Malahide					1
	Agnes Murray ...	II	1	1 Southwold					1
	Amy McGugan	III	1	4 Southwold					1
	W. E. Van Velsor... ..	II	1	7 Southwold					1
	J. C. McLennan... ..	III	1	11 Southwold					1
	E. P. Lewis	III	2	7 Yarmouth					1
	Sara Jackson	I	1	9 Yarmouth					1
	R. A. Catherwood... ..	II	2	Port Stanley Village					1
Essex N.....	Nellie Moynahan	II	1	6 Sandwich S.....				1	
Essex S.....	Etta M. Stewart,								
	B. A.....	I	5	*4 Tilbury W.....		1			
	Agnes Johnston	I	7	*Amherstburg Town..		1			
	Hugh M. Beaton	II	7	Walkerville Town		1			
	Fred. J. Voaden	II	7	Kingsville Town			1		
Frontenac	Wm. J. Elliott	I	3	9 Colchester S.....				1	
	Marion J. Whyte... ..	I	3	9 Oso					1
	Edith M. Maybee	I	3	Maxville Village				1	
Glengarry	W. B. McEwen	II	3	12 Charlottenburg					1
	John E. Galbraith... ..	I	3	Lancaster Village					1
	Geo. B. Stillwell	III	1	U5 Euphrasia					1
Grey E.....	F. C. Lunan	III	1	8 Collingwood					1
Grey S.....	Thos. Allan	I	8	*Durham Town		1			
	J. E. Coombes.....	I	7	Hanover Village		1			
	Jas. S. Rowe	II	4	Markdale Village			1		
	N. C. Mansell	II	3	5 Artemesia				1	
	W. J. Blakeston.....	II	4	Dundalk Village				1	
	Chas. E. Stuart	III	2	U12 Artemesia				1	
	J. A. Graham	II	1	11 Bentinck					1
	Alex. Firth	II	1	1 Glenelg					1
	A. B. Cooper	I	3	Chatsworth Village..					1
	Dawson F. Aiken	I	4	10 Walpole		1			
Haliburton, etc... ..	J.L. Mitchener,B.A.	I	2	3 Walpole			1		
	Ida J. Saunders.....	II	1	17 Walpole					1
	A. C. Bernath	I	8	Huntsville Town		1			
	Geo. R. Coombs	II	4	8 S. Himsworth				1	
	S. W. Kidd.....	I	2	2 Machar					1
Halton	W. F. Inman	I	2	*Milton Town		1			
	W. H. Stewart	I	2	* Atton Village.....		1			
	W. J. McClenahan.. ..	II	1	3 Nelson				1	
	Ida A. Ford	III	1	1 Trafalgar					1
	E. T. Williams	II	4	Marmora Village					1
Hastings N.....	John Bell.....	II	5	Tweed Village			1		
Hastings S.....	O. S. Hicks	II	2	2 Sidney				1	
	Lester Ross	II	2	13 Sidney				1	
	M. W. Mott	II	2	12 & 14 Thurlow				1	
	Adam Kiernan	II	1	29 Tyendinaga				1	
	A. B. Collins	II	1	15 Hungerford					1
	A. H. Musgrove	II	9	*Wingham Town		1			
	I. H. Cameron	I	6	*Brussels Village		1			
	Gilbert Summers	I	4	Blyth Village			1		
	John Hartley	II	2	Wroxeter Village.....				1	
	Thos. G. Shillinglaw ..	II	1	9 Tuckersmith				1	
	I. R. Torrance	I	2	7 Howick				1	
	W. H. Downey	I	2	17 Howick				1	
	Elsie Allen	I	1	1 Turnberry					1
	Alex. McEwen	II	2	4 Turnberry					1
	Douglas Fraser	II	1	9 Turnberry					1
Isabella Aitchison... ..	Isabella Aitchison... ..	II	1	1 Tuckersmith					1
	Thos. N. Forsyth	II	1	2 Tuckersmith					1
	Nina J. Isbister	II	1	7 Morris					1

* Two teachers doing Cont. Class work only.

APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Duron W.....	Louis C. Fleming...	I	8	*Exeter Village	74	1	.....	.....	.....
	Wm. McKay	II	3	Hensall Village	11	.....	.....	1	.....
	Fred Ross	II	1	4 Ashfield	9	.....	.....	1	.....
	Wm. H. Johnston...	II	14	Stanley	7	.....	.....	1	.....
	Claude Bluett	II	3	5 Stephen	12	.....	.....	1	.....
	Wm. Geiger	II	3	16 Stephen	9	.....	.....	1	.....
	Wm. J. Taylor	III	1	3 W. Wawanosh	6	.....	.....	1	.....
	Olive Helyar	II	1	17 W. Wawanosh	7	.....	.....	1	.....
	Linda Milne	II	1	11 E. Wawanosh	5	.....	.....	1	.....
	Thos. G. Allen.....	II	2	8 Ashfield	11	.....	.....	1	.....
	W. H. Robinson	II	2	Bayfield Village	3	.....	.....	.....	1
	W. B. Hawkins	II	1	9 Ashfield	8	.....	.....	.....	1
	Will N. Courtice	III	1	16 Ashfield	7	.....	.....	.....	1
	Frances E. McLean	III	1	1 Colborne	5	.....	.....	.....	1
	Harry R. Long	II	1	2 Colborne	7	.....	.....	.....	1
	Ella M. Patterson...	II	1	3 Colborne	5	.....	.....	.....	1
	L. L. McMath	III	1	8 Goderich	5	.....	.....	.....	1
	R. F. Stelck	III	3	7 Hay	4	.....	.....	.....	1
	Geo. Baird, Sr.....	I	1	1 Stanley	3	.....	.....	.....	1
	D. McDougall	II	2	6 Usborne	6	.....	.....	.....	1
	Alex. F. McDonald	III	1	4 W. Wawanosh	5	.....	.....	.....	1
	H. I. Morrish	II	1	6 E. Wawanosh	3	.....	.....	.....	1
	Lillian Robinson	III	1	16 E. Wawanosh	3	.....	.....	.....	1
Kent E.....	John E. Anderson,								
	B. A.....	I	8	Blenheim Town	27	1	.....	.....	.....
	Henry H. Kelly,								
	B. A.....	II	4	Bothwell Town.....	34	1	.....	.....	.....
	Clement Milburn	I	4	6 Orford	32	1	.....	.....	.....
	Jas. G. Cameron	II	4	Thamesville Village..	32	1	.....	.....	.....
	J. E. Caldwell	II	2	3 & 4 Orford	12	.....	1	.....	.....
	Eva Hunter	II	2	2½ Harwich	8	.....	.....	1	.....
	Charlotte Hoig	III	2	4 Harwich	6	.....	.....	1	.....
	Flora Campbell	II	1	6 Harwich	6	.....	.....	1	.....
	Grant Nablo	III	1	8 Harwich	6	.....	.....	1	.....
	Jas. R. Newkirk	II	1	9 Harwich	5	.....	.....	1	.....
	Margaret Smith	III	1	10 Harwich	5	.....	.....	1	.....
	J. Scott Stephenson	II	1	11 Harwich	5	.....	.....	1	.....
	Lizzie Noack	II	1	13½ Harwich	10	.....	.....	1	.....
	Lila Gregory	III	1	16 Harwich	5	.....	.....	1	.....
	Emma Bottoms	II	1	1 Howard	5	.....	.....	1	.....
	Eliza Smith	II	1	3 Howard	7	.....	.....	1	.....
	Edith Reycraft	III	1	7 Orford	9	.....	.....	1	.....
	Margaret Scurrah...	II	1	8 Camden	8	.....	.....	1	.....
	Mary McCully	II	1	3 Harwich	3	.....	.....	.....	1
	Stella Rowe	II	1	7 Harwich	4	.....	.....	.....	1
	Duncan Johnston...	II	1	2 Howard	6	.....	.....	.....	1
	Robt. Watson	II	1	10 Howard	4	.....	.....	.....	1
	Norman C. Willson	III	1	13 Howard	4	.....	.....	.....	1
	Florence McDonald.	II	1	12 Howard	4	.....	.....	.....	1
	Ethel Brown	III	1	1 Orford	3	.....	.....	.....	1
	Albert Mahler	III	1	11 Orford	4	.....	.....	.....	1
	Katha Johnston	II	1	5 Zone	3	.....	.....	.....	1
Kent W.....	Jos. Morgan, B.A....	I	10	† Wallaceburg Town	78	1	.....	.....	.....
	G. A. Miller	I	8	Dresden Town	38	1	.....	.....	.....
	I. S. McAllum	II	3	Tilbury Village	20	.....	1	.....	.....
	C. Ross McColl	III	2	5 Raleigh & Tilbury E.	15	.....	1	.....	.....
	Beatrice Boulton	III	1	12 Chatham	6	.....	.....	1	.....
	Gordon Griffin	III	1	11 Dover	9	.....	.....	1	.....
	H. M. Fleming	III	1	5 Raleigh	8	.....	.....	1	.....

* Three teachers doing Continuation Class work only.

† Two teachers, both University graduates, continuation Class work only.

APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Kent W.—Con...	Margaret McIsaac...	II	1	7 Raleigh	6	.....	.....	1	.....
	Wm. S. Bell	II	1	5 Raleigh & Dover	7	.....	.....	1	.....
	Belle P. Roxburgh...	II	1	1 Romney	5	.....	.....	1	.....
	W. C. Dainty	II	4	4 Romney & Mersea	10	.....	.....	1	.....
	Lizzie Stewart	II	1	3 M. Tilbury E.	7	.....	.....	1	.....
	Roger Hutchison	III	1	3 S. Tilbury E.	7	.....	.....	1	.....
	Lizzie Wilson	II	2	5 E. Tilbury E.	7	.....	.....	1	.....
	Louisa Palmer	III	1	8 Tilbury E.	3	.....	.....	1	.....
	Maggie E. Rowe	II	1	6 N. Chatham	4	.....	.....	1	.....
	Carry M. Rowe	II	1	6 S. Chatham	5	.....	.....	1	.....
	Edna B. Stripp	III	1	18 Chatham	3	.....	.....	1	.....
	Nettie McKnight	II	1	1 Chatham & Camden.	5	.....	.....	1	.....
	Effie E. Denhardt	III	1	12 Dover	5	.....	.....	1	.....
	Minnie J. Bagnell...	I	1	4 S. Raleigh	4	.....	.....	1	.....
	Berta Robinson	III	1	12 Raleigh	4	.....	.....	1	.....
	Alice Estabrook	III	1	2 W. Tilbury E.	4	.....	.....	1	.....
Lambton E.....	Francis Tanton	I	6	* Alvinston Village..	40	1	.....	.....	.....
	Libbie Cruickshank	I	6	Oil Springs Village..	32	1	.....	.....	.....
	Jas. J. Wilson	II	2	17 Enniskillen	9	.....	.....	1	.....
	Mary E. Gordon	II	1	13 Dawn	4	.....	.....	1	.....
	Benj. Parker	II	3	Arkona Village	3	.....	.....	1	.....
Lambton W.....	J. D. Williamson	II	2	18 Moore	13	.....	1	.....	.....
	Neil McLean	II	3	Wyoming Village ..	6	.....	.....	1	.....
	Maggie Logan	II	1	3 Bosanquet	4	.....	.....	1	.....
	Fran's I. Armstrong	II	1	8 Bosanquet	4	.....	.....	1	.....
	Maggie McKinlay	II	1	10 Sarnia	4	.....	.....	1	.....
	Robert Dodds	III	1	17 Sombra	4	.....	.....	1	.....
	N. J. Kearney	II	2	Theford Village ..	3	.....	.....	1	.....
Lanark	R. Beatty	II	5	Lanark Village	44	1	.....	.....	.....
	Mima A. Ellis	II	4	4 Pakenham	42	1	.....	.....	.....
	Mrs. E. J. Foley.....	II	2	12 Bathurst	3	.....	.....	1	.....
	Ida Paul	II	2	11 Ramsay	3	.....	.....	1	.....
Leeds & Grenville 1	Jas. Magee	I	4	4 N. Crosby	14	1	.....	.....	.....
	A. Morton	II	3	Newboro' Village ..	10	.....	1	.....	.....
	L. Earle	II	2	5 S. Crosby	6	.....	.....	1	.....
	Wm. Jones	II	2	4 Leeds & Lansdowne	.....	.....	.....	.....	.....
	N. Dier	III	2	6 Bastard	3	.....	.....	1	.....
Leeds & Grenville 2	Vina Cauley	II	2	11 Kitley	4	.....	.....	1	.....
	Jennie Page	II	1	2 & 3 Front of Yonge.	3	.....	.....	1	.....
	Libbie E. Thompson	II	2	4 Front of Yonge ..	3	.....	.....	1	.....
Leeds & Grenville 3	C. Edna Leighton..	I	5	Merrickville Village..	33	1	.....	.....	.....
	Geo. Weedmark	II	6	Cardinal Village	6	.....	.....	1	.....
	Jas. E. Burchell	II	2	15 Edwardsburg	3	.....	.....	1	.....
	W. J. MacLachlan	II	2	1 and 5 Oxford	3	.....	.....	1	.....
	Wm. J. Adams	III	1	13 Edwardsburg	3	.....	.....	1	.....
Lennox & Add'gton	R. H. Hutchinson..	I	3	Bath Village	29	1	.....	.....	.....
	A. Stevenson	III	1	1 Amherst Island ..	5	.....	.....	1	.....
	J. W. Wilson	III	1	4 S. Fredericksburgh ..	5	.....	.....	1	.....
	Louise Lambert	III	1	7 Richmond	5	.....	.....	1	.....
Middlesex E.....	J. A. Scott	II	2	2 Delaware	10	.....	1	.....	.....
	Mabel Merritt	II	1	3 London	8	.....	.....	1	.....
	Jas. D. McDonald..	II	2	4 Dorchester N.	3	.....	.....	1	.....
	Christina Howlett..	II	1	15 Dorchester N.	4	.....	.....	1	.....
	Sara McMillan	II	1	5 Nissouri W.	3	.....	.....	1	.....
	Flora McColl	II	1	10 Westminster	4	.....	.....	1	.....
	Olive McIntyre	III	1	14 Westminster	7	.....	.....	1	.....
	Frances Cleveland..	II	1	15 Westminster	3	.....	.....	1	.....
	Mary Bell	II	1	19 & 21 Westminster ..	8	.....	.....	1	.....

* Two teachers doing Continuation Class work only.

APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Middlesex W.....	C. J. Bradley	II	2	15 Caradoc	13	.....	1	.....	.....
	W. G. Robinson	II	2	U16 Caradoc & Ekfrid...	16	.....	1	.....	.....
	Mary McEachran	I	1	6 Ekfrid	8	.....	.....	1	.....
	Chas. George	II	1	7 Lobo	5	.....	.....	1	.....
	Cassie McKenzie	II	2	13 Ekfrid	3	.....	.....	.....	1
	Annie McKellar	II	1	3 Lobo	6	.....	.....	.....	1
	D. J. McGugan	III	1	8 Lobo	6	.....	.....	.....	1
	Edna Stewart	II	1	1 E. Williams	3	.....	.....	.....	1
	Jno. A. Armstrong	II	2	Newbury Village.....	3	.....	.....	.....	1
	J. A. Irwin	I	4	Delhi Village	14	.....	1	.....	.....
Norfolk	Thos. J. Hicks	II	2	6 Charlotteville	9	.....	.....	1	.....
	Mary E. Trinder.....	II	1	13 Charlotteville	3	.....	.....	.....	1
	Mary F. Tisdale.....	III	1	12 Townsend	3	.....	.....	.....	1
	Maggie Thompson.....	II	2	22 Walsingham	6	.....	.....	.....	1
	E. J. Wethey, B.A....	I	4	2 Percy	43	1	.....	.....	.....
Northumberland ...	Geo. Dawe	II	2	2 Alnwick	4	.....	.....	.....	1
	Minnie Downs	III	1	9 Percy	3	.....	.....	.....	1
	J. Givens	II	3	Beaverton Village ...	17	.....	1	.....	.....
Ontario N.....	Kate Fox	III	1	7 Mara	6	.....	.....	1	.....
	M. Cameron	I	1	2 Mara	5	.....	.....	1	.....
	Wm. Fallowdowne..	II	3	13 Brock	9	.....	.....	1	.....
	R. J. Johnston	II	4	Cannington Village..	6	.....	.....	1	.....
	M. Healey	II	1	6 Mara	6	.....	.....	1	.....
	Harold Martin	II	1	2 Thorah	8	.....	.....	1	.....
	Blanche McPhee.....	III	1	5 Mara	4	.....	.....	.....	1
	Maggie Thompson.....	III	1	10 Mara	3	.....	.....	.....	1
	Lettie Tipp.....	III	1	9 Brock	3	.....	.....	.....	1
	J. M. Kelly	II	1	3 Mara	4	.....	.....	.....	1
	Richard Gaughan.....	II	1	4 Mara	3	.....	.....	.....	1
	Wm. Flummerfelt.....	II	2	15 Pickering	4	.....	.....	.....	1
	H. E. Ricker	I	5	Norwich Village	27	1	.....	.....	.....
	C. A. Garthwaite	II	3	6 S. Norwich	11	.....	1	.....	.....
	P. H. Henderson	II	2	U3 N. Norwich.....	10	.....	1	.....	.....
Oxford	J. M. Scott	II	4	U5 E. Nissouri	15	.....	1	.....	.....
	H. A. Glasspell	II	4	U13 E. Zorra	15	.....	1	.....	.....
	C. W. Milburn	I	3	U21 Blenheim	11	.....	1	.....	.....
	W. W. Hannah	I	3	24 Blenheim	10	.....	1	.....	.....
	M. B. Huggill	II	2	5 Dereham	5	.....	.....	1	.....
	D. McK. Forrester, B.A.....	I	3	Embro Village	8	.....	.....	1	.....
	M. Alberta Robinson	II	3	11 Blenheim	4	.....	.....	.....	1
	M. E. Ireton	II	1	6 E. Nissouri	3	.....	.....	.....	1
	A. M. Burchell	I	4	Bolton Village	37	1	.....	.....	.....
	Louise E. McColl	II	1	12 Chinguacousy.....	5	.....	.....	1	.....
Peel	Geo. E. Hudson	II	2	19 Toronto.....	4	.....	.....	.....	1
	Cree Matthew	II	2	15 Caledon	3	.....	.....	.....	1
	John B. Dunbar	I	3	Milverton Village...	15	.....	1	.....	.....
Perth	S. C. Stoodley	II	1	8 Downie	8	.....	.....	1	.....
	Wm. Robertson	III	1	5 Elma	10	.....	.....	1	.....
	R. Hall Cowie	II	2	U4 Fullarton	5	.....	.....	1	.....
	W. J. Ferguson	II	1	U10 S. Easthope	7	.....	.....	1	.....
	Geo. Thompson	II	2	3 Mornington	5	.....	.....	1	.....
	J. L. Hart	III	1	3 Blanshard	4	.....	.....	.....	1
	Jas. Stewart	II	2	U2 Ellice	3	.....	.....	.....	1
	Hester Jickling	II	1	7 Elma	3	.....	.....	.....	1
	C. J. McKinnon	II	2	10 Elma	4	.....	.....	.....	1
	Samuel Sample	II	2	3 Fullarton	4	.....	.....	.....	1
	Maggie Huggins	II	2	U5 Logan	4	.....	.....	.....	1
	Sydney W. E. Hill...	I	5	Lakefield Village	12	.....	1	.....	.....
Peterboro	D. L. Somerville	II	4	Havelock Village	10	.....	1	.....	.....

APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Prescott & Russell...	W. L. Summerby,								
	B.S.A.	III	2	5 Cumberland	9			1	
	C. M. Rowe	II	2	Rockland Village ...	8			1	
	S. A. Hitsman	I	3	2 Russell	9			1	
Prince Edward	A. May Sparling	II	2	2 Cumberland	5				1
	F. B. Clarke	I	2	7 Hallowell	12		1		
	Fred Adams	II	2	17 Hillier	12			1	
	J. E. Benson	II	1	2 Ameliasburgh	7				1
	J. M. Root	II	1	11 Ameliasburgh	4				1
	G. E. Smith	III	1	10 Sophiasburgh	5				1
Renfrew	Miss A. E. Colliver	III	1	12 Sophiasburgh	4				1
	Geo. D. Ralston	I	4	Eganville Village ...	11	1			
	Geo. R. Wood	II	2	7 Westmeath	7			1	
	Ida Lacy	II	1	3 Admaston	4				1
	Jessie Muir	II	1	7 Radcliffe	3				1
	Lila Mackie	III	1	4 Ross	3				1
Simcoe E. and W. Muskoka	Hattie Wallace	III	1	1 Stafford	3				1
	Archie Thomson	III	4	7 Medonte	5			1	
	Silverera Day	III	1	12 Medonte	6			1	
	Geo. Culbert	III	1	13 Oro	4				1
	J. A. Gillespie	II	2	4 Medonte	4				1
	Sarah Preston	III	1	2 Medonte	3				1
Simcoe N.....	Mary Proudfoot	III	1	3 Stephenson	3				1
	Alex. McKee	I	13	Midland Town	30	1			
	Thos. A. Gowan	I	4	Creemore Village ...	10	1			
	Ira E. Clark	I	4	5 Flos	24			1	
	Matthew Johnston	II	1	3 Sunnidale	7			1	
	Thos. Hindle	II	3	9 Vespra	5				1
Simcoe S. W.....	A. D. Campbell	III	1	8 Sunnidale	4				1
	J. A. Speers	I	6	*Alliston Town	62	1			
	A. A. Merritt	I	4	*Beeton Village	22	1			
	W. L. Kidd	I	6	*Stayner Town	36	1			
	Thos. Elliott, M.A.	I	4	*Tottenham Village..	53	1			
	Geo. A. Clark	I	4	*5 Essa	38	1			
	J. P. Cowles	III	2	7 Essa	12		1		
	Neil Christie	III	2	3 Nottawasaga	13		1		
	Geo. Sutherland	II	2	14 Nottawasaga	10		1		
	Geo. L. Thompson	I	1	6 Essa	7			1	
	John M. McGuire	II	2	10 Essa	8			1	
	Annie Wallace	III	1	5 Innisfil	6			1	
	Chas. Deering	II	2	10 Innisfil	7			1	
	Thos. Irwin	II	1	4 Tossorontio	7			1	
	Jennie Fife	II	1	1 Essa	3				1
	Roy Hamer	III	1	2 Essa	4				1
	Gertrude Steele	III	1	3 Essa	4				1
	Gordon L. Fraser	III	1	4 Gwillimbury W. ...	4				1
	Eva Evans	II	1	5 Gwillimbury W. ...	4				1
	Libbie Evans	III	1	9 Gwillimbury W. ...	3				1
	Thos. Scott	II	1	4 Innisfil	4				1
	Robt. Little	II	1	6 Innisfil	3				1
	Chas. Asquith	III	1	7 Innisfil	4				1
	W. J. Mackay	II	1	22 Nottawasaga	3				1
	Florence Ovens	III	1	27 Nottawasaga	3				1
	Maggie Pollock	III	1	1 Nottawasaga	3				1
	R. M. MacPherson	III	1	13 Tecumseth	3				1
	Herbert Schmielen- dorf	III	1	14 Tecumseth	4				1

* Two Teachers doing Continuation Class work only.

APPENDIX E.—Continued.

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Simcoe, S.W.— <i>Con.</i>	Henry Withoughby	III	1	10 Tecumseth	3				1
	Geo. Wilson	II	1	5 Tossorontio	4				1
	Andrew Kidd	II	1	8 Tossorontio	4				1
Stormont	Jas. Froats	I	3	3 Finch	15	1			
	Edith M. Adams ..	I	3	14 Koxborough	8	1			
	Willis Sheets	II	2	3 Osnabruck	13			1	
	Clarence D. Bouck ..	I	3	4 Osnabruck	7				1
	Geo. S. Mattice	II	1	9 Osnabruck	6				1
	Maggie M. Robb ..	III	1	15 Osnabruck ..	6				1
Victoria E.....	Chas. Ramsay	I	5	Bobcaygeon Village..	20	1			
Victoria W.....	H. J. Case	I	2	Fenelon Falls Vil...	7			1	
	T. C. Birchard	II	2	U1 Bexley	7			1	
	Murray Wilson	II	2	Woodville Village ..	10				1
Waterloo	F. W. Thomas	II	4	Ayr Village	10			1	
	J. Corrigan	I	6	Elmira Village	14			1	
	P. H. Huyck	I	5	New Hamburg Vil...	7			1	
Welland	C. E. Hansell	II	4	Bridgeburg Village..	19		1		
	Jas. Kirkwood	I	3	Fort Erie Village ..	12		1		
	D. W. McKay	I	5	Port Colborne Vil...	15		1		
	A. W. Reavley, B.A.	I	3	11 Bertie	13		1		
	Elizabeth Notman ..	II	2	1 Humberstone ..	6			1	
	Edgar Farr	II	2	9 Pelham	6			1	
Wellington N.....	Robert Gant.....	II	2	U3 Pelham	4				1
	Geo. A. Campbell...	II	4	Drayton Village	22	1			
	J. H. Cunningham ..	I	8	Palmerston Town ..	26	1			
	John A. Gray	II	3	Clifford Village	14		1		
	Isabella J. Glenn...	II	2	12 Maryboro	11		1		
	Margaret A. Smillie ..	II	1	6 Maryboro	4				1
Wellington S.....	J. T. Curtis	II	2	2 Peel	3				1
	Lizzie C. Hawken ..	II	2	7 Peel	3				1
	Ernest L. Fuller ..	I	3	Erin Village ..	24	1			
	Wm. J. Greenaway ..	II	2	9 Eramosa	16		1		
	W. F. McKenzie	II	1	3 Guelph	4				1
	Gilbert McEachern ..	II	1	4 Puslinch	4				1
Wentworth	A. E. Wilcox	II	4	3 Saltfleet	17		1		
	Chas. H. Stuart	II	3	5 Ancaster	11			1	
	Lillie Raycraft	III	2	3 Barton	8			1	
	Hermann Jerome.....	II	2	2 Glanford	8			1	
	Robt. E. Jamieson ..	III	2	9 W. Flamboro ..	9			1	
	Mary C. Gilchrist...	II	1	13 Beverly.....	3				1
York N.....	Laura Shannon.....	II	2	3 Binbrook	4				1
	Annie Kenyon	III	1	5 Binbrook	4				1
	Janet Gilchrist	II	2	10 W. Flamboro ..	7				1
	Waldon Lawr	I	3	13 E. Gwillimbury.....	23	1			
York S.....	T. H. McQuirl	I	3	14 King	14	1			
	Dun. A. Carmichael ..	III	4	Woodbridge Village..	27		1		
	Jas. Hand	II	4	Stouffville Village ..	4				1
Rainy River and	J. W. Walker	II	3	3 Fort Frances Town	10			1	
Thunder Bay	D. M. Christie	I	4	Bruce Mines Town...	35	1			
Algoma	H. F. Brackenridge ..	I	4	1 Cobden	11		1		
	Wm. Argue	II	4	Thessalon Town	11		1		
	Miss F. Burch	II	1	2 Thessalon	3				1
Manitoulin, etc...	R. O. White	I	4	Gore Bay Town	23	1			
	R. S. Fleming	II	4	Little Current Town	10		1		
	Jane Lusa	II	1	1 Hilton	3				1
Nipissing, etc...	A. W. Smith	I	4	Sturgeon Falls Town	12			1	
	J. G. Lowe	I	4	Sudbury Town	14			1	
	W. M. Bradley	I	7	Copper Cliff Town...	4				1

APPENDIX E.—*Concluded.*

Inspectorate.	Name of Principal and Degree.	Professional Certificate.	No. of Teachers.	Name of School.	No. of Pupils.	Class of School.			
						A	B	C	D
Parry Sound W.....	A. M. Currie	I	13	*Parry Sound Town..	54	1			
	John Hemphill	I	5	Burk's Falls Village	12	1			
	P. J. McNaughton	II	2	U1 Chapman	7			1	
	Angus Black	III	1	1 Humphrey	6				1
R. C. Bilingual Schools, E. Ontario	John Laing	III	1	8 Perry	4				1
	Sr. St. Odile.....		7	Rockland Village ..	11			1	
	Sr. St. Raegoude..		3	15 Gloucester	12			1	
R. C. Sep. Schools, E. Ontario	Sr. Ermstine		4	Eganville	21	1			
	Sr. St. Andrew		4	4 N. Crosby	31		1		
R. C. Sep. Schools, Central Ontario...	Jas. E. Jones	I	5	Mattawa Town	8				1
	Sr. Gertrude		4	Sudbury Town	3				1
	Thos. P. Hart	II	2	3 Mara	3				1
R. C. Sep. Schools, W. Ontario	Sr. M. Ethelbert		5	Amherstburg Town..	21	1			
	Julia O'Connor	III	2	2 Ashfield	5			1	
	Mary E. Benn	II	1	4 Biddulph	5			1	
	Annie Begley	II	1	5 Raleigh	5			1	
	Anna F. Flynn	II	1	6 Raleigh	5			1	
	Annie Noonan	II	1	6 Arthur	3				1
	Mary Troy	III	1	1 W. Wawanosh	3				1
Totals 1903-4					4,598	68	45	118	188
Totals 1902-3					4,864	65	48	134	233
Increase						3			
Decrease					266		3	16	45

* Two Teachers doing Continuation Class work only.

APPENDIX F.

ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

Name of School.	Entrance Examination, June, 1904.		Name of School.	Entrance Examination, June, 1904.	
	Examined.	Passed.		Examined.	Passed.
Collegiate Institutes.			High Schools.		
Aylmer.....	93	57	Brighton.....	23	20
Barrie.....	112	78	Caledonia.....	42	36
Brantford.....	216	144	Campbellford.....	69	57
Brockville.....	106	90	Carleton Place.....	65	51
Chatham.....	114	177	Cayuga.....	50	34
Clinton.....	72	46	Colborne.....	27	24
Cobourg.....	74	56	Cornwall.....	109	77
Collingwood.....	91	61	Deseronto.....	36	32
Gallop.....	134	122	Dundas.....	49	43
Goderich.....	95	87	Dunnville.....	75	45
Guelph.....	155	133	Dutton.....	65	48
Hamilton.....	555	486	East Toronto.....	50	32
Ingersoll.....	95	65	Elora.....	24	19
Kingston.....	217	184	Essex.....	51	32
Lindsay.....	111	89	Fergus.....	79	60
London.....	357	377	Forest.....	55	35
Morrisburg.....	83	47	Fort William.....	47	36
Napanee.....	100	81	Gananoque.....	84	50
Niagara Falls.....	100	81	Georgetown.....	54	39
Ottawa.....	420	363	Glencoe.....	64	49
Orillia.....	98	81	Gravenhurst.....	58	36
Owen Sound.....	180	134	Grimsby.....	31	31
Perth.....	93	74	Hagersville.....	70	50
Peterborough.....	168	121	Harriston.....	25	21
Renfrew.....	116	78	Hawkesbury.....	37	23
Ridgetown.....	77	42	Iroquois.....	68	32
St. Catharines.....	85	71	Kemptville.....	75	49
St. Mary's.....	130	95	Kincardine.....	78	57
St. Thomas.....	191	135	Leamington.....	69	35
Sarnia.....	161	127	Listowel.....	95	8
Seaforth.....	64	52	Lucan.....	93	73
Stratford.....	202	140	Midoc.....	50	39
Strathroy.....	108	75	Markham.....	99	91
Toronto (Harbord St.).....	426	344	Meaford.....	67	52
" (Jameson Ave.).....	263	213	Michell.....	58	52
" (Jarvis St.).....	267	278	Mount Forest.....	59	48
Toronto Junction.....	130	83	Newburgh.....	89	75
Vankleek Hill.....	80	45	Newcastle.....	15	9
Whitby.....	74	62	Newmarket.....	54	44
Windsor.....	164	115	Niagara.....	25	21
Woodstock.....	193	158	Niagara Falls South.....	30	25
High Schools.			North Bay.....	42	35
Alexandria.....	76	38	Norwood.....	50	35
Almonte.....	59	44	Oakville.....	71	54
Arnprior.....	50	41	Omeme.....	22	19
Arthur.....	39	29	Orangeville.....	57	36
Atenas.....	95	70	Oshawa.....	88	75
Aurora.....	73	58	Paris.....	69	51
Beaconsfield.....	24	17	Parkhill.....	92	59
Bellefleur.....	187	123	Pembroke.....	115	65
Berlin.....	177	151	Petrolia.....	84	52
Bowmanville.....	52	46	Pictou.....	151	99
Bradford.....	53	46	Port Arthur.....	35	33
Brampton.....	74	54	Port Dover.....	26	23
			Port Elgin.....	37	33
			Port Hope.....	72	60

APPENDIX F.--Continued.

ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

Name of School.	Entrance Examination, June, 1904.		Name of School.	Entrance Examination, June, 1904.	
	Examined.	Passed.		Examined.	Passed.
High Schools.			Other Places.		
Port Perry.....	71	57	Bobcaygeon.....	35	30
Port Rowan.....	43	32	Bolton.....	37	24
Prescott.....	75	53	Bothwell.....	48	37
Rat Portage.....	57	39	Bowesville.....	12	7
Richmond Hill.....	63	53	Bracebridge.....	48	42
Sault Ste. Marie.....	84	49	Bridgeburg.....	38	24
Simcoe.....	92	72	Brigden.....	23	13
Smith's Falls.....	81	75	Brussels.....	30	28
Smithville.....	30	21	Burford.....	37	29
Stirling.....	48	29	Burgessville.....	21	18
Streetsville.....	23	16	Burk's Falls.....	47	31
Sydenham.....	65	46	Burlington.....	28	26
Thorold.....	22	21	Burritt's Rapids.....	14	11
Tillsonburg.....	58	47	Cannington.....	36	26
Trenton.....	65	57	Cardinal.....	32	20
Uxbridge.....	71	61	Cara.....	39	25
Vienna.....	44	18	Castleton.....	11	9
Walkerton.....	76	64	Cataraqui.....	23	15
Wardsville.....	24	18	Chapleau.....	7	6
Waterdown.....	46	43	Charleston.....	37	25
Waterford.....	63	51	Chatsworth.....	28	20
Wattford.....	72	42	Chesley.....	47	37
Welland.....	55	38	Chesterville.....	44	26
Weston.....	68	56	Churchill.....	23	19
Warton.....	47	42	Claremont.....	19	18
Williamstown.....	48	29	Clifford.....	12	8
Other Places			Cobden.....	43	27
Aberfoyle.....	27	24	Comber.....	21	10
Acton.....	30	20	Cookstown.....	35	30
Alliston.....	57	41	Copper Cliff.....	16	11
Alvinston.....	51	34	Court right.....	19	13
Ameliasburg.....	38	28	Creemore.....	22	7
Amherstburg.....	45	31	Crediton.....	19	11
Ancaster.....	35	26	Crosshill.....	32	24
Angus.....	19	8	Cumberland.....	43	28
Apsley.....	3	2	Delhi.....	40	35
Arkona.....	29	16	Delta.....	43	25
Ashton.....	11	10	Dickinson's Landing.....	31	19
Aultsville.....	44	22	Dorchester Station.....	41	30
Avonmore.....	47	33	Drayton.....	31	27
Ayr.....	10	8	Dresden.....	58	51
Baileboro'.....	13	12	Drumbo'.....	24	17
Bancroft.....	34	20	Dryden.....	7	6
Bath.....	45	30	Dundalk.....	37	17
Belle River.....	27	9	Dungannon.....	42	34
Beaverton.....	29	21	Durham.....	90	61
Beeton.....	17	15	Eganville.....	66	54
Belmont.....	33	25	Eglington.....	41	23
Bethany.....	24	15	Elmira.....	25	21
Binbrook.....	27	17	Elmvale.....	49	26
Blackstock.....	17	13	Embree.....	45	39
Blenheim.....	79	56	Erin.....	45	38
Blyth.....	36	26	Ereter.....	68	61
			Fenelon Falls.....	44	35
			Finch.....	70	42

APPENDIX F.—Continued.

ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS.

Name of School.	Entrance Examination, June, 1904.		Name of School.	Entrance Examination, June, 1904.	
	Examined.	Passed.		Examined.	Passed.
Other Places.			Other Places.		
Fingal....	66	57	Midland.....	31	20
Flesherton....	46	30	Mildmay.....	13	9
Florence.....	26	15	Millbrook....	33	15
Fordwich.....	18	14	Milton.....	65	59
Fort Frances....	24	17	Milverson....	43	41
Galetta.....	22	13	Minden.....	19	15
Glen Allan....	8	8	Moorefield....	13	7
Gore Bay.....	15	11	Mount Albert..	20	12
Grand Valley....	23	18	Mount Hope....	17	10
Hall's Bridge....	5	3	Newboro'.....	38	13
Hanover.....	32	20	New Hamburg..	30	26
Harrow.....	29	23	Neustadt.....	4	4
Hastings.....	13	13	New Liskeard..	10	9
Havelock.....	14	7	North Augusta..	11	4
Hensall.....	33	25	North Gower....	28	15
Highgate.....	2	27	North Lancaster..	25	14
Hillsdale.....	33	21	Norwich.....	30	20
Hintonburgh....	53	35	Oakwood.....	13	12
Horning's Mills..	11	9	Oil Springs....	31	22
Huntsville....	31	22	Orond.....	29	23
Janetville.....	21	14	Otterville....	18	14
Janeville.....	15	13	Paisley.....	58	30
Jarvis.....	30	25	Pakenham....	27	17
Jasper.....	24	15	Palme's on....	35	25
Keene.....	32	20	Parry Sound....	49	26
Kilmaurs.....	9	7	Pelee Island....	2	0
Kimberley....	20	14	Pelham S. S. No. 2.....	31	22
Kingsville....	19	17	Penetanguishene.....	31	15
Kintail.....	31	27	Plantagenet....	24	11
Kirkfield.....	14	11	Plattsville....	36	27
Lakefield.....	40	29	Port Colborne..	36	33
Lanark.....	61	37	Port Stanley..	15	9
Lancaster.....	20	15	Princeton.....	20	18
Laurel.....	11	2	Powassan.....	42	30
Lion's Head....	15	9	Queensville....	18	7
Little Current..	15	11	Randwich.....	13	10
Little Britain..	27	24	Rainy River....	6	4
London East....	134	103	Riceville.....	26	12
Lucknow.....	36	28	Richard's Landing..	3	3
Magnetawan....	11	9	Richmond.....	36	22
Manitowaning..	9	3	Ridgeway.....	23	18
Manotick.....	17	10	Ripley.....	23	19
March Corners..	5	3	Rockton.....	31	23
Markdale.....	35	29	Rockwood.....	38	27
Marmora.....	25	19	Rodney.....	25	14
Marshville....	24	10	Rosemont.....	15	12
Marksville....	10	6	Roseneath.....	9	6
Marsville.....	12	5	Russell.....	34	19
Massey Station..	24	10	St. George.....	13	11
Mattawa.....	23	5	St. Helen's....	37	29
Maxville.....	56	28	Sandwich.....	48	23
Merivale.....	9	5	Schomberg....	9	6
Merlin.....	29	25	Schreiber.....	5	5
Merrickville....	33	22	Selkirk.....	26	25
Merriton.....	35	25	Sharbot Lake..	36	22
Metcalfe.....	35	25	Shelburne....	48	35
			Southampton..	24	20

APPENDIX F---*Concluded.*

ADMISSION OF CANDIDATES TO COLLEGIATE INSTITUTES AND HIGH SCHOOLS..

Name of School.	Entrance Examination, June, 1904.		Name of School.	Entrance Examination, June, 1904.	
	Examined.	Passed.		Examined.	Passed.
Other Places.			Other Places.		
Sou h Mountain.....	42	19	Wellington.....	37	19
Sparta.....	24	17	West Lorne.....	32	25
Spencerville.....	21	16	West Osgoode.....	17	12
Springfield.....	36	20	Westport Separate School..	39	25
Stayner.....	54	52	Wincaster.....	79	50
Stoney Creek.....	33	28	Wheat ey.....	20	17
Strabane.....	40	27	Wik esport.....	26	13
Sturgeon Falls.....	28	7	Wingham.....	46	38
Sudbury.....	17	12	Woodbridge.....	23	17
Sutton West.....	23	17	Woodville.....	24	21
Tamworth.....	41	26	Wolfe Island.....	27	19
Tara.....	33	19	Wooler.....	25	14
Tavistock.....	16	13	Wroxeter.....	18	15
Tecumseh.....	11	3	Wyoming.....	38	26
Teeswater.....	33	26	Zephyr.....	10	8
Thamesville.....	39	29	Zurich.....	26	20
Thedford.....	21	14			
Thessalon.....	38	17	Summary :		
Thornbury.....	50	17	Collegiate Institutes.....	6,795	5,287
Tilbury.....	44	38	High Schools.....	5,812	4,338
Tiverton.....	29	17	Other Places.....	7,167	5,007
Tottenham.....	41	32			
Tweed.....	53	38	Grand total.. ..	19,774	14,632
Uptergrove.....	32	24			
Varna.....	18	14	Comparison with June, 1903:		
Wallaceburg.....	42	34	Increase.. ..	716	1,629
Warkworth.....	30	24			
Waubashene.....	59	38			

APPENDIX G.—FREE TEXT BOOKS IN RURAL SCHOOLS, 1904.

Inspectorate.	Name of school (section number and township) and amount expended for text books.	Total amount expended.	Total amount of Legislative aid.
		\$	\$
Hastings N.....	6 Faraday, \$7.85.....	7 85	3 92
Lanark.....	4 Lanark, \$9.70; Ramsay, \$17 50.....	27 20	13 60
Middlesex W.....	6 E. Williams, \$16.67.....	16 67	8 34
Rainy River & Thunder Bay.	3 Paipoonge, \$21.50.....	21 50	10 75
Wentworth.....	8 Barton, \$12.68.....	12 68	6 34
York S.....	20 York, \$17.11.....	17 11	8 55
Totals	7 schools.....	103 01	51 50

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APPENDIX H.—PROCEEDINGS FOR THE YEAR 1904.

I. REGULATIONS AND CIRCULARS.

Regulations of the Education Department, Approved August, 1904.

PUBLIC SCHOOLS.

Sites and School Houses.

1. The site of every Public School shall admit of easy drainage and shall be accessible by the best highways in the section. Its area shall be not less than half an acre, and if the school population of the section exceeds seventy-five, the area shall be not less than one acre. The grounds shall be levelled and drained, enclosed by a neat and substantial fence and planted with shade trees. The school house shall be placed at least thirty feet from the public highway.

2. There shall be a well or other means for procuring water, so placed and guarded as to be secure against pollution from surface drainage or in any other way. Every rural school shall be provided with a woodshed.

3. The closets for the sexes shall be under different roofs. They shall be separated by a high, close board fence, their entrances screened from observation, and locked after school hours. They shall be properly cleansed and disinfected when necessary and approached by proper walks from the school house so as to be accessible with comfort at all seasons of the year.

4. Where the average attendance of any section for three years exceeds fifty pupils, a school house with two rooms shall be provided. An additional room and teacher shall be required for each additional fifty pupils in average attendance. Every school house shall afford separate entrances with covered porches and suitable cloak rooms for boys and girls.

5. Every school room shall contain a superficial area of at least twelve square feet and a cubic content of at least 250 feet for each pupil in average attendance. A uniform temperature throughout the room of at least sixty-eight degrees shall be maintained and provision made for a complete change of atmosphere three times every hour. The windows—both sashes—shall be adjusted by weights and pulleys and provided with suitable blinds. Light, where possible, shall be admitted from the left of the pupil.

Furniture and Equipment.

6. Every school house shall be seated with either double or single desks—single desks being preferred. The desks shall be fastened to the floor in rows facing the teacher's platform, with suitable aisles between the rows and with passages at least three feet wide between the outside rows and the walls of the school room. Desks according to the following scale shall be considered as meeting all legal requirements:

Age of pupils.	Seats.			Desks.			
	Height.		Slope of back.	Length.		Width.	Height next pupil.
	Front.	Rear.		Double.	Single.		
Five to eight years	11 in.	10½ in.	2 in.	36 in.	18 in.	12 in.	22 in.
Eight to ten years.....	12 "	11½ "	2 "	36 "	18 "	12 "	23 "
Ten to thirteen years	13 "	12½ "	2½ "	36 "	20 "	13 "	24 "
Thirteen to sixteen years	14 "	14½ "	3 "	40 "	22 "	13 "	26 "

7. There shall be one blackboard at least four feet wide, extending across the room in rear of the teacher's desk, with its lower edge not more than two and a half feet above the floor or platform; and, when possible, there shall be an additional blackboard on each side of the room. At the lower edge of each blackboard there should be a trough five inches wide for holding crayons and brushes.

NOTE.—The following directions for making a blackboard may be found useful:—

(a) Where a brick wall is built solid, and also in case of frame buildings, the part to be used for a blackboard should be lined with boards, and the laths for holding the plaster nailed firmly on the boards.

(b) The plaster for the blackboard should be composed largely of plaster of Paris.

(c) Before and after having received the first coat of color it should be thoroughly polished with fine sand paper.

(d) The coloring matter should be laid on with a wide, flat varnish brush.

(e) The liquid coloring should be made as follows:—Dissolve gum shellac in alcohol, four ounces to the quart; the alcohol should be ninety-five per cent. strong; the dissolving process will require at least twelve hours. Fine emery flour with enough chrome green or lampblack to give color, should then be added until the mixture has the consistency of thin paint. It may then be applied in long, even strokes, up and down, the liquid being kept constantly stirred.

8. Every school shall have at least one globe not less than nine inches in diameter, properly mounted; a map of Canada; a map of Ontario; a map of the World and of the Continents; one or more sets of Tablet lessons of Part I. of the First Reader; a standard Dictionary; a Gazetteer; a numeral frame; a suitable supply of crayons and blackboard brushes; an eight-day clock; shelving for baskets; hooks for caps and cloaks; and two chairs in addition to the teacher's chair.

9. The Trustees shall appoint one of their number or some suitable person to keep the school house and premises and all fences, outhouses, walks, windows, desks, maps, blackboards, and stoves in proper repair. They shall also provide for whitewashing walls and ceilings if finished in plaster, (or for washing if finished in wood), every year during the summer holidays, and shall employ a caretaker whose duty it shall be to sweep the floors daily, and wash them at least quarterly, and to make fires one hour before the opening of school, from the first of November until the first of May in each year.

10. No public school house or school grounds, unless otherwise provided for in the conveyance of the trustees, shall be used for any other than

Public School purposes without the consent of the trustees, and no advertisements shall be posted in any school room or distributed to the pupils unless approved in the same way.

11.—(1) The first Friday in May each year shall in rural school sections and in incorporated villages be devoted to planting shade trees, making flower beds, and otherwise beautifying and improving the school grounds. Songs and recitations designed to cultivate greater interest in trees and flowers and in the study of nature shall form part of the exercises for the day.

(2) Empire day, the first school day before the 24th of May, shall be duly celebrated in each school. The forenoon is to be devoted to a study of the greatness of the British Empire and the afternoon to public addresses, recitations, music, etc., of a patriotic character.

Duties of Pupils.

12. Every pupil registered in a Public School shall attend punctually and regularly every day of the school year in which his name is so registered. He shall be neat and cleanly in his person and habits, diligent in his studies, kind and courteous to his fellow pupils, obedient and respectful to his teacher, and shall submit to such discipline as would be exercised by a kind, firm, and judicious parent.

13. Every pupil on returning to school after absence from any cause shall give orally or in writing to the teacher, a proper reason for his absence. A pupil may retire from school at any hour during the day at the request, either oral or written, of his parent or guardian. A pupil may be suspended who fails or neglects to provide himself with the text books or other supplies required in his course of study, or to pay the fees imposed for such purpose by the trustees.

14. Every pupil shall be responsible to the teacher for his conduct on the school premises or on the way to or from school, except when accompanied by his parents or guardian or by some person appointed by them on their behalf. Any pupil who injures or destroys school property or furniture may be suspended until the property or furniture destroyed or injured is made good by the parent or guardian of such pupil.

School Terms and Organization.

15. Unless otherwise directed by the Trustees, the pupils attending every Public School shall assemble for study at nine o'clock in the forenoon, and shall be dismissed not later than four o'clock in the afternoon. One hour at least shall be allowed for recreation at mid-day, and ten minutes during the forenoon and afternoon terms, but in no case shall the hours of study be less than five hours per day including the recess in the forenoon and afternoon, provided always the Trustees may reduce the hours of study for the pupils in the First and Second Forms.

16. Pupils not registered in a Day School may attend a Night School from the 1st of October until the 31st of March. The hours of study in the Night School shall not exceed 2½ hours per session. Pupils shall not be admitted to a Night School who are under fourteen years of age or who attend

school during the day. Night Schools shall be subject to the same regulations as Public Schools, with respect to the discipline of pupils, the duties and qualifications of teachers, and the use of text-books.

17. (1) The course of study for Public Schools shall be taken up in five Forms as hereinafter set forth, and pupils shall be classified by the teacher with respect to their attainments in all the subjects of the Form to which they are assigned or from which they are to be promoted.

(2) The amount of time to be given to any class is to be determined by the teacher, who shall be guided in this matter by the inspector.

(3) Pupils who have passed the High School Entrance examination and such other pupils as are considered qualified by the teacher and Inspector shall be entitled in both rural and urban schools to receive instruction in the subjects of the Fifth Form, provided that in a municipality having a High School, if resident pupils of the High School are not charged fees for the first year, it will not be deemed obligatory for the Public School Board to have a Fifth class.

18.—(1) All the subjects prescribed for Forms I-IV of the Public School course are obligatory, except where otherwise specified in the programme of studies. No deviation from this rule is permissible without the concurrence of the inspector, who shall also decide as to the optional subjects.

(2) The following subjects of the Fifth Form course of study are obligatory: Reading, Literature, Grammar, Composition, History, Geography, Writing, Arithmetic and Mensuration, and Elementary Science. From the other subjects of this Form, Boards of Trustees may select, with the concurrence of the Inspector, such subjects or such parts of the courses therein, as may, in their judgment, suit the requirements of their localities.

(3) When from any cause, teachers properly prepared to teach the courses in Art, Constructive work, Clay Modelling, Elementary Science, and Nature Study are not available, the Inspector shall authorize such modifications of the courses in these subjects as he may deem expedient.

(4) Classes in Latin, Greek, French or German may be provided in Fifth Forms or Continuation classes, with the concurrence of the Inspector, and with a time table approved by him. Teachers of these subjects shall hold at least a second class certificate and have passed a Departmental or a university examination in the language they undertake to teach.

19. In school sections where the French or the German language prevails, the Trustees may, in addition to the course of study prescribed for public schools, require instruction to be given in Reading, Grammar, and Composition to such pupils as are directed by their parents or guardians to study either of these languages, and in all such cases the authorized text-books in French or German shall be used. But nothing herein contained shall be construed to mean that any of the text-books prescribed for Public Schools shall be set aside because of the use of the authorized text-books in French and German.

Continuation Classes.

20.—(1) Under the provisions of The Public Schools Act, the course of study for Continuation Classes shall include the subjects prescribed for the Lower School of the High Schools (the former first and second forms). More

advanced work of the High Schools may be taken up if requested by the Trustees and approved by the Public School Inspector.

(2) There will be four grades of Continuation Classes, viz:—(a) Schools in which the Principal holds a First Class Certificate (unless occupying the position continuously since April, 1899); (b) Schools in which there are at least two teachers and a class in regular attendance of at least ten pupils who have passed the High School Entrance examinations; Schools (c) in which there are at least five; and (d) in which there are at least three who have passed the High School Entrance examination, and are in regular attendance. In Class (a) the Principal shall give regular instruction only to pupils of Form V or to those doing higher work. In the other classes, the teachers shall have such qualifications as are approved by the Public School Inspector.

(3) No grant will be paid for a Continuation Class unless the Inspector reports that the obligatory subjects, whether prescribed for examination purposes or not, have received proper attention. The grant will be paid according to the nature and extent of the work done, and not on the results of examinations. In order that a school may obtain the grant, it will be necessary that the minimum number of pupils be enrolled during each month of the full academic year ending in June.

21.—(1) Public or Separate School Continuation Classes, of the highest grade [Reg. 20, (2), (a)] which undertake the preparation of candidates for any part of the District or the Junior or Senior non-professional examination for Public School teachers and which comply with the High School Regulations as regards equipment and the programme and time-table of studies, shall be subject to the same examination regulations and entitled to the same examination privileges as are the High Schools.

(2) When a class is organized in a Public or a Separate School for the preparation of candidates for any grade of teachers' non-professional certificates, the Principal shall forward to the Inspector concerned, for his approval, at once and thereafter and as often as the Inspector may direct, a report showing the qualifications of the teacher or teachers, the names of all the members of the class, with their age and standing, the courses and the time-table proposed, and a list of the equipment of the school (apparatus, library, drawing models, maps, etc.)

NOTE.—In Reg. 34 is specified the value of the equipment necessary for each grade of High Schools. On application to the Education Department a list may be obtained of the apparatus suitable for the different science courses of the Lower, Middle, and Upper Schools. The amount of the equipment required in the case of each class of schools is at the discretion of the Inspector; but, from the first, sufficient apparatus should be provided to enable the teacher to perform the most important experiments with the help of the pupils. The Inspector should also require each board to add to the equipment from year to year, so that, as soon as possible, work may be done in Physics, Chemistry, and Mineralogy, by the pupils individually or in groups of four at most. The work in Biology shall always be practical.

Programme of Studies.

22. Subject to any instructions issued by the Minister of Education from time to time, the requirements of each Form in the Public School shall be as set forth in Schedule I—Public School Programme of Studies.

High School Entrance Examinations.

23.—(1) At every High School and Collegiate Institute and such other places as may be recommended by the County Council, an examination to be known as the High School Entrance examination to be conducted in the subjects prescribed for the Fourth Form of Public Schools, shall be held annually on examination papers prepared by the Education Department. The answer papers shall be read by the Board of Examiners constituted under The High Schools Act.

(2) Every candidate shall notify the Public School Inspector concerned, before May 1st, of the examination centre at which he purposes to write.

(3) The Entrance Boards of Examiners for a city may, however, with the approval of the High School Board concerned, prepare examination papers in lieu of those prepared by the Education Department, but such papers shall be on the same subjects, and the same scheme, and the same standard for passing shall be required; *or*, with the concurrence of the Boards in charge of the High, Public, and Separate Schools concerned, such Board of Examiners, instead of holding an examination itself, may admit pupils on the recommendation of the Public or Separate School Principal; but, in all such cases the Board of Examiners shall satisfy itself that all the subjects of Parts I. and II. have been satisfactorily completed before admission is granted.

24. The County Council may impose a fee not exceeding one dollar upon each county pupil writing at the Entrance Examination. Boards of Trustees may impose similar fees upon resident and non-resident pupils writing on the Entrance Examination at High Schools and Collegiate Institutes; but such fees shall not be imposed where the Board of Trustees authorizes the promotion of pupils to the Fifth Form of the Public Schools without passing the Entrance Examination.

25.—(1) The subjects of admission to the High Schools shall be those prescribed for the fourth form of the Public Schools, as follows:

Part I.—Literature, History, Art, Physiology and Hygiene, Nature Study.

Part II.—Reading (written and oral), Writing, Spelling, Geography, Grammar, Composition, Arithmetic.

(2) The literature of Part I. shall embrace the careful reading during the previous year of at least four suitable works selected by the Principal for each pupil, from a list in supplementary reading in English literature prepared by the Public School Inspector.

(3) The written examination in Reading will be based on sight passages, and will be designed as a test of the candidate's understanding of what he reads. The candidate's knowledge of the selections for memorization will also, as heretofore, be tested on this paper.

26.—(1) No candidate from a Public or Separate School shall be admitted to the examination in the subjects of Part II. who has not been reported by the Principal to the Public School Inspector, on or before June 15th., as having completed satisfactorily the courses in the subjects of Part I. At the same time a confidential report from the teacher or staff as to the standing of

their candidates, may also be submitted to the Public School Inspector for the consideration of the Entrance Board.

(2) When a candidate has not been prepared in a Public or Separate School, the Public School Inspector shall admit him to the Examination for Part II., and shall report the circumstances to the Entrance Board, which will deal with such case as it may deem expedient.

(3) At his official visits to each school, the Public School Inspector shall satisfy himself as to the efficiency of the provision for carrying out sub-section 1 preceding, and, without his approval of the school, the certificate for Part I. shall not be accepted by the Entrance Board.

27.—(1) The marks allotted in the Entrance Examination will be apportioned as follows:—Reading (oral), Writing, Spelling, each 50; Reading (written), Grammar, Composition, Geography, Arithmetic, each 100. Two marks shall be deducted for each misspelled word in the spelling paper, and reasonable deductions may be made for misspelling in the other papers. Deductions may be also made for want of neatness.

(2) Any candidate who obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate marks shall be considered as having passed the examination. The examiners may also award pass standing to candidates who have not made a bad failure in any subject but who have made a high aggregate above the total required, or to other candidates for admission whose cases demand special consideration.

(3) The decision of the Board of Examiners shall be final with regard to the admission or rejection of any candidate, but the Inspector may submit to the Board for re-consideration the complaint of any candidate or any other person with regard to the examination.

28. In the interval between examinations, a pupil who has been prepared on a different course in another province or country, or a pupil who was unable to attend the Entrance examination, may be admitted temporarily to a High School by the Principal, with the concurrence of the Public School Inspector, if in their judgment, he is able to take up the work of the High School. A report showing the age and attainments of such pupil, with the reasons for his admission, and signed by the Principal and Public School Inspector, shall be submitted to the Entrance Board at its next meeting. The Board shall then finally dispose of the case, and shall include the entrant's name in its report at the next annual examination.

Leaving Examinations.

29.—(1) Public School Leaving Examinations may be held annually in every Public School, having a fifth form, under the direction of the Principal, who shall consult the Inspector regarding the character and scope of such examinations. The preparation of the questions and the examination of the answer papers are to be left to the Principal, but subject to the advice of the Inspector. Pupils who thus complete satisfactorily the work of the fifth form may be awarded Public School Leaving certificates signed by the Inspector.

(2) These examinations shall be mainly of such a character as will show to the satisfaction of the Inspector that proper attention has been given to the subjects of the programme. No Public School Leaving certificate shall be granted by the Inspector unless satisfactory attention has been given to the subjects of Parts I. and II. prescribed for the High School Entrance examination.

(3) The Board of Examiners for High School Entrance may accept such certificates for admission to a High School.

HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

Accommodations and Equipment.

30.—(1) The plans and site of every High School hereafter erected or remodelled shall be subject to the approval of the Minister of Education.

(2) In all High Schools established since July, 1891, or to be hereafter established, there shall be a Principal and at least two assistants.

(3) No new High School shall be entitled to receive any grant that does not provide at least the amount fixed by the instructions of the Minister of Education with regard to accommodations and the equipment recognized as the maximum in distributing the Legislative grant to schools with two masters.

31.—(1) Any High School may be raised to the status of a Collegiate Institute when it is shown to the satisfaction of the Education Department that the trustees have provided: (a) adequate school buildings; (b) equipment of the value and character recognized as the maximum in the case of High Schools with three or more masters; (c) four specialists, viz., one in Classics, one in Mathematics, one in Science, one in Moderns and History (one of whom or some other member of the staff being a Commercial specialist and one an Art specialist); and (d) such other Assistants as will secure thorough instruction in all the subjects of the High School course as far as Senior Matriculation into the University of Toronto.

(2) A Collegiate Institute may be reduced to the rank of a High School on the joint report of the High School Inspectors, approved by the Education Department.

32. Every High School that complies with the Regulations of the Education Department shall be entitled to the following grants: (a) a fixed grant of \$375; (b) in respect of school accommodation, a maximum of \$100 in the case of High Schools with two masters and of \$150 in the case of High Schools with three or more masters; (c) in respect of equipment, ten per cent. of the total approved expenditure but so as not to exceed \$160 in the case of High Schools with two masters or \$320 in the case of High Schools with three or more masters; (d) in respect of salaries ten per cent. of the approved expenditure over \$1,500 but so as not to exceed \$600; (e) such amount *pro rata* in respect of average attendance as may remain unexpended of the grant.

33. Every Collegiate Institute that complies with the Regulations of the Education Department shall be entitled: (a) to a fixed grant of \$375; (b) to a grant in respect of equipment of \$320; (c) to a grant in respect of school

accommodation of \$200; (d) to ten per cent. of the approved expenditure on salaries over \$1,500 but so as not to exceed \$600; and (e) to a grant on the basis of average attendance out of any unexpended balance of the Legislative grant.

34. In apportioning the Legislative grant on equipment, the maximum recognized in the case of High Schools with two masters shall be as follows: Library, \$300; Scientific Apparatus, \$300; Maps and Globes, \$50; Models for Drawing, \$50; Typewriters, \$100; Gymnasium, not including equipment, \$800. In the case of Collegiate Institutes and of High Schools with three or more masters the maximum recognized shall be: Library, \$600; Scientific Apparatus, \$600; Maps and Globes, \$100; Models for Drawing, \$100; Typewriters, \$200; Gymnasium, not including equipment, \$1,600.

35.—(1) The catalogue of the equipment shall be kept by the Principal of the School and shall be accessible to any officer of the Education Department.

(2) The instructions of the Minister of Education in the matter of grading shall be followed in appropriating the grant for school accommodations. See Reg. 149.

(3) No High School or Collegiate Institute shall be entitled to any Legislative grant on its gymnasium for any year in which the time prescribed in Reg. 41 for Drill Gymnastics and Calisthenics has not been provided.

(4) On the report of a High School Inspector such reductions may be made in the grants payable upon the equipment, the accommodations, and the salaries of the staff, as the Minister of Education may deem expedient.

Organization.

36.—(1) In every High School or Collegiate Institute the head teacher shall be called the Principal, and the other teachers Assistants.

(2) The authority of the Principal of the High School shall be supreme in all matters of discipline on the school premises where the Public and the High School occupy the same building.

(3) The provisions of the Public Schools Act, 1901, and the regulations of the Education Department with respect to the duties of pupils attending a Public School shall apply to teachers and pupils of High Schools.

37.—(1) The Principal of a High School or Collegiate Institute shall hold a Principal's Certificate and the Assistants shall hold High School Assistants' Certificates. Special teachers of Music, Art, Physical Culture, Manual Training, Household Science, and Agriculture shall possess qualifications satisfactory to the Minister of Education.

(2) If, after due advertisement, a High School Board is unable to obtain a legally qualified Assistant, a temporary certificate may be granted by the Minister of Education for the current half year to a suitable person on the application of the Board.

38.—(1) The Principal shall determine the number of pupils to be assigned to each form and the order in which the subjects in each form shall be taken up by the pupils.

(2) The Principal shall make such promotions from one form to another as he may deem expedient; he shall also assign the subjects of the course of study among the Assistants.

(3) No pupil once enrolled in a Secondary School (a High School, or a Public or a Separate School Continuation or Fifth Book Class) shall be admitted to another Secondary School unless he presents a letter of honorable dismission from the Principal of the Secondary School he last attended. In the event of a dispute, the parties thereto shall submit full particulars of the question for final settlement to the inspector of the school into which the pupil seeks admission.

Programme of Studies.

39.—(1) The courses of study in the High Schools shall be taken up in three main divisions: The Lower School, (a two or three years' course), the Middle School (a one or two years' course), and the Upper School (a one or two years' course). The Principal shall make such organization of forms as he may deem expedient.

(2) The High School Courses of study shall be organized as follows:

(a) The General Course; (b) The Commercial Course; (c) The Manual Training Course; (d) The Household Science Course; (e) The Art Course; (f) The Agricultural Course; (g) The Courses for University Matriculation and the Preliminary Examinations of the Learned Professions; (h) The Courses for Teachers' non-Professional Certificates.

NOTE.—The programme of studies has been prepared primarily for the general student; but it includes the work prescribed for University pass and honor matriculation, for the Teacher' non-professional examinations, and for the preliminary examinations of the learned professions.

(3) The Board of Trustees shall select the courses on the report of the Principal; but a course shall not be taken up if, on the report of the High School Inspector, the Minister of Education decides that the staff, the equipment, or the accommodations are inadequate therefor.

(4) The following subjects shall be obligatory on all pupils: The Lower School courses in geography, arithmetic and mensuration, English grammar, writing, reading, and physical culture, with the English composition, English literature, and history of the Lower and Middle Schools.

(5) Pupils in the general course shall take in addition, the Art and the Elementary Science of the Lower School, with such other subjects of the High School programme as may be agreed upon between the pupil's parent or guardian and the Principal of the school.

(6) Pupils in the special commercial, manual training, household science, art, and agricultural courses shall take the subjects that are obligatory on all pupils (see subsection (4) preceding), with such suitable modifications as may be deemed expedient by the Principal and approved by the Minister of Education.

(7) One of the courses prescribed in subsection (2) above and not more without the consent of the Principal, shall be taken by each pupil; but the

Principal may omit or curtail the course in any of the obligatory subjects in the case of individual pupils who are not preparing for examinations, and whose circumstances, in his judgment, deserve special consideration.

(8) Subjects begun in one school division and continued in the higher may be reviewed therein as the Principal may deem expedient.

(9) No subject prescribed for the Lower School alone shall be continued into the Middle or Upper School, but after March (and not before) the Principal may provide in the Middle School for the review of the courses in arithmetic and mensuration and English grammar prescribed for University junior matriculation and the preliminary examinations of the learned professions, and in the geography prescribed for the junior non-professional examination for teachers.

40. The following shall be the average minimum amount of time to be devoted each week to each of the following subjects, separately from the other subjects, in the courses where such subjects are obligatory:

(1) *Reading*.—Two lessons of thirty minutes each for two years in the Lower School, the average number of pupils in each class being not more than twenty-five and the time being increased or diminished when the average in the class is greater or less than twenty-five. In all the school sub-divisions, reading shall also be taken up systematically in connection with English literature.

(2) *Elementary Science*. A lesson of thirty minutes every day or the equivalent thereof, throughout each year of the Lower School.

41.—(1) The course in drill, calisthenics, and gymnastics is obligatory in Collegiate Institutes, and shall be taken up in lessons of thirty minutes each, three times a week, in each form of the Lower School.

(2) Provision for Physical Culture shall be made in the Middle and Upper Schools also, but the amount and the character of the provision are left to the discretion of the Principal.

(3) No pupil shall be exempted from the course in Physical Culture except upon a medical certificate or on account of evident physical disability or of other reason satisfactory to the Principal and approved by the High School Inspector. In all the forms the sexes shall be separately trained.

(4) During the months of May, June, September, October, and November, the Principal may substitute for drill, etc., such sports and games as he may approve.

(5) In High Schools having no gymnasium, drill and calisthenics shall be taken up at the discretion of the Principal as often as the weather, the accommodations, and the adequacy of the staff will permit; and gymnastics may be omitted.

42. The details of the courses of study in each Form in High Schools shall be as set forth in Schedule II—High School Programme of Studies.

EXAMINATIONS FOR TEACHERS' NON-PROFESSIONAL CERTIFICATES.

General.

43.—(1) (a) An examination for students intending to become teachers will be held annually by the Education Department, subject to the conditions hereinafter contained in the High School Programme of Studies at each High School and Collegiate Institute and at such other centres as may be approved.

(b) Candidates intending to write should make application to the Public School Inspector before the 24th of May on a form to be obtained from him.

(2) (a) At this examination there shall be three grades of teachers' non-professional certificates, viz.: District, Junior, and Senior.

(b) The examination subjects for the different grades are set forth in detail in Regulations 46, 47 and 48, and the different subjects are defined in the Lower, Middle, and Upper Schools, respectively, of the High School programme.

(c) One examination paper shall be set in each subject except in the case of Latin, Greek, French, and German, in which there shall be two papers—one in the authors and grammar and one in composition.

(d) Except the papers set in Latin, Greek, French and German, the papers set for the Junior and Senior Teachers' Non-professional Examinations, hereinafter defined, will be different from those set for University matriculation, and the examiners will be instructed to set papers suitable for candidates who desire to become teachers.

(e) At the examinations in English composition, an essay or a letter or both shall be required, to which special importance will be attached. Questions in Rhetoric may also be set at the Senior examination, but no candidate shall be passed who does not satisfy the examiners in composition.

(f) In addition to passages from the prescribed authors, sight passages shall also be set at the examinations in English Literature, Greek, Latin, French, and German.

(g) Every candidate for a teachers' non-professional certificate shall have read carefully during the previous year at least four suitable works in English Literature (both prose and poetry), approved by the Principal of the approved High, Public, or Separate School (Reg. 45), in which he has completed his course, or by other authority satisfactory to the Public School Inspector, in addition to those prescribed for the examination in English Literature.

(h) No practical examinations will hereafter be held by the Education Department as part of the departmental examinations in Science.

NOTE.—Graduation diplomas may be awarded by the different High and Public School Boards on such bases as each may determine. The joint University matriculation examinations will be conducted by the Education Department as heretofore or as the papers—university or departmental—that will meet the requirements of their preliminary examinations. The results of such examinations will be communicated to may be hereafter arranged, and the learned societies will have the privilege of selecting such bodies as heretofore by the Education Department.

(3) (a) Each examination paper shall be valued at 100. Candidates for District, Junior, and Senior standing will be required to make 60 per cent. of the aggregate marks prescribed for the examinations, as well as 40 per cent. on each paper. Seventy-five per cent. of the aggregate will be required for Honors.

(b) If, after all the answer papers are read, any examination paper should be found by the Board of Examiners, easier or more difficult than required, the minimum on the paper shall be correspondingly raised or lowered, and the total number of marks correspondingly increased or diminished.

(c) Each candidate who makes the required aggregate may be awarded a certificate, even though he should fail to obtain the minimum in a subject, provided he was regarded as fit to pass in that subject by the staff, as shown from the confidential report sent to the Department before the examinations.

(4) A candidate for Senior standing who has been duly admitted to the examination, shall be awarded a certificate on application to the Education Department of having secured Junior standing, notwithstanding his failure to obtain Senior standing, providing such candidate has obtained 40 per cent. of the marks at this examination in the subjects of both parts of the Senior examination.

(5) Candidates who fail at the Junior or the Senior examination, but who obtain a standing satisfactory to the County Board of Examiners, may be granted District non-professional certificates.

(6) The standing of the third and fourth years in Arts after a regular course in any University in the British Dominions, will be accepted in lieu of Junior and Senior standing respectively.

44.—(1) At all examinations, a confidential report from the staff, or the teacher, as the case may be, as to the standing of their candidates will be taken into account in setting the results. Only the names of the candidates who, in the opinion of the staff, have completed satisfactorily the courses for the examination shall be included in this confidential report.

(2) The certificate provided for in Reg. 49 (1) and (2) shall not be given by the Principal unless he has complied with all the regulations affecting the course and the time-table [Reg. 40 (1) and (2)] of studies for the examination.

APPROVED HIGH, PUBLIC, AND SEPARATE SCHOOLS.

45.—(1) At his official visits the High, Public or Separate School Inspector shall satisfy himself as to the character and extent of the provision in the schools under his charge for carrying out all the regulations affecting the preparation of candidates for non-professional certificates; and, without his

approval of the School, no candidate therefrom shall be admitted to the examination for such certificates without examination in the subjects of Part I. for a District or a Junior non-professional certificate, as provided for in Regulation 49 (1).

(2) At each inspection, the Principal shall submit for the approval of the Inspector the work of the candidates in Book-keeping and Business Papers and in Art, and their note-books in Science.

I. Junior Non-Professional Examination.

46.—(1) The obligatory subjects for Junior non-professional certificates shall be those of the High School programme of studies as follows, and the examinations shall be taken in the same year:

Part I. Reading, Book-keeping and Business Papers, Art, and Elementary Science of the Lower School.

Part II.—English Composition, English Literature, History, (Ancient, British, and Canadian), Algebra, Geometry, Physics, and Chemistry of the Middle School, with the Geography of the Lower School and the Lower and special Middle School courses in English Grammar and Arithmetic and Mensuration.

(2) For the Junior non-professional teachers' certificate, candidates will not be required to take any foreign language; but candidates at the examination for this grade of certificate who take also the papers in the Lower and Middle school courses in Latin (the pass matriculation course) at the July departmental examinations of the same year, and who make at least 34 per cent. on each of such Latin papers and 50 per cent. of the aggregate of the marks assigned to both papers (the composition, and the authors' and grammar papers) shall have the marks so obtained counted as part of the 60 per cent. required on the aggregate of the obligatory subjects.

II. Senior Non-Professional Examination.

47. The subjects of examination shall be those prescribed for the Upper School of the High Schools, and the examinations may be taken at one time or in two parts at different times, as follows:

Part I.—English Composition and Rhetoric, English Literature, Mediæval History, Algebra, Geometry, Trigonometry, and Physics.

Part II.—History (Modern and British), Biology, Latin, with Chemistry and Mineralogy, or French and German, or Greek and German, or Greek and French.

III. District Non-Professional Examination.

48.—(1) When, in the opinion of the County Board of Examiners, the standard of the Junior non-professional examination for teachers is too high for the condition of the county or district or any part thereof, the Minister of Education may authorize the issue of District certificates; but the examinations therefor shall be held only in such counties or districts and the professional certificates based thereon shall be valid only for such schools as each County Board may designate.

(2) The report of the Board shall set forth in full detail the reasons for the Board's recommendation, and in particular, the assessed value and special circumstances of the school section concerned.

(3) The subjects for District teachers' non-professional certificates shall be those of the Lower School of the High Schools; and for the purposes of this examination, these subjects shall be divided into two parts and the examinations shall be taken in the same year, as follows:

Part I.—Reading, Book-keeping, and Business Papers, Art, and Elementary Science.

Part II.—English Literature, Geography, Spelling, Composition, English Grammar, History, (British and Canadian), Arithmetic and Mensuration, Algebra, and Geometry.

(4) The examination papers will be set and the results settled by the Education Department; but the County Board of Examiners shall settle finally the results of the examinations of teachers in localities where French or German is spoken in addition to English.

(5) The texts for the examination in English Literature in Part II. will be prescribed by the Education Department from year to year. The Geometry for this examination shall consist of the practical course prescribed for the Lower School of the High Schools, and of the propositions in Euclid as detailed in Schedule C.

Special Conditions of Admission.

49.—(1) A candidate from an approved High, Public or Separate School shall be admitted to the examination in Part II. for a District or a Junior non-professional certificate, without examination in Part I., provided the Principal of the school in which he completed the subjects thereof, certifies to the Public School Inspector concerned that the candidate has completed them satisfactorily.

(2) A candidate for a Senior non-professional certificate shall not be admitted to the examination therefor unless he presents to the Public School Inspector (a) the certificate that he already holds Junior standing, or (b) the certificate of competency in the subjects of Part I. required from candidates at the Junior examination, and also a certificate from the Principal in whose school he completed his High School Middle School course, that he has completed satisfactorily the course prescribed for Part II. of the Junior examination.

(3) All other candidates than those whose qualifications have been certified to by the Principal, as provided in subsections (1) and (2) preceding, shall pass both parts of the departmental written examinations for District and Junior non-professional certificates, as the case may be; but candidates who fail at the examination for either part shall be allowed the privilege of subsequently securing the required standing therein.

(4) Before being admitted to any of the examinations, all candidates shall in addition satisfy the Public School Inspector to whom they submit their applications, by certificate from the Principal of the approved School

in which they completed the course for the examination or by other credible testimony, that they have taken up practically the course in Science prescribed for the examinations to which they desire to be admitted, and that they have read the four works in English Literature as provided in Regulation 43 (2) (g) preceding.

INTERIM PROVISIONS FOR 1905 AND 1906.

50. The Public and High School Courses of Study and the scheme of Departmental Examinations as herein prescribed, shall take effect forthwith, except as follows:

(1) Public School Inspectors shall have discretionary powers in dealing with the introduction of the new subjects into the Public Schools.

(2) Until these new subjects are fully introduced, High School Entrance Boards shall also have discretionary powers in dealing with such subjects at the Entrance Examinations.

(3) At the examination for Part II. junior non-professional Public School Teachers' certificates in 1905, the subjects and standards shall be as follows: English Grammar, English Composition, English Literature, Geography, History (Ancient, British and Canadian), Arithmetic and Mensuration, Algebra, Geometry, Physics, and either (a) Chemistry or (b) Latin with *one* of Greek, French, German, Chemistry; the standard being with option (a) 34 per cent. of each subject and 60 per cent. of the aggregate, and with option (b) 34 per cent. of each subject and 50 per cent. of the aggregate. The Course of Study in each subject shall be that herein prescribed, except in Geometry, in which the course shall be that prescribed for the Junior Leaving Examination of 1904. (For details see appendix E). At this (1905) Examination also a Part II. Junior non-professional Teachers' certificate will give full standing, if endorsed and certified to by any High School Principal or Public School Inspector with a statement that the holder has taken the required course in Drawing, Book-keeping, Reading and Botany or Agriculture previously prescribed for Part I. Junior Leaving standing. In 1905 no examination will be held in the subject of Part I. For the examination of 1906, the teachers' certificate as to the candidate's competency in the subjects of Part I. of the Junior Examination shall require only one year's course in each of Botany and Zoology, and in Art.

(4) At the examination for Senior non-professional Public School Teachers' Certificates in 1905 and in 1906, the subjects and standards shall be those prescribed for the Senior Leaving examination of 1904, viz: Part I., English Composition and Rhetoric, English Literature, Algebra, Geometry, Trigonometry, English and Ancient History; and Part II., Latin, Physics, and one of the following groups, (a) French and Greek, (b) German and Greek, (c) French and German, (d) French and Chemistry, (e) German and Chemistry, (f) Biology and Chemistry; the standard being 34 per cent. of each subject and 50 per cent. of the aggregate of marks. At this examination in 1905 and in 1906 the courses of study in Geometry, History, and Science shall be those prescribed for Senior standing in 1904 (For details see appendix E.); but, in all the other subjects, the courses shall be those herein prescribed.

(5) At the examination for District Certificates in 1905 candidates shall pass an examination in the following subjects as defined in the courses of study for the Lower School of the High Schools and in appendix E: English Grammar, English Literature, English Composition, Arithmetic and Mensuration, Algebra, Geometry, History, Geography, and Spelling; but any certificate obtained on the above examination will give the non-professional standing required for a District certificate only when endorsed by a Public School Inspector or High School Principal with a statement to the effect that the holder thereof has completed satisfactorily the courses of study in Reading, Drawing, Book-keeping, and Botany or Agriculture heretofore prescribed for Form I. of the High Schools. The standard for this (1905) examination shall be 34 per cent. of the marks assigned to each paper and 50 per cent. of the aggregate marks.

SPECIALISTS' STANDING.

51.—(1) Any person who obtains a degree in Arts in the honor department of Mathematics, Science, Classics, English and History, Moderns and History, or French and German, as specified in the calendar of any University in Canada and accepted by the Education Department, who has graduated with at least second class honors (or 66 per cent. in each subject of such honor department) and who has been in actual attendance in such department at a University for not less than two academic years, shall be entitled to the non-professional qualification of a Specialist in such department.

(2) A graduate who has not taken an Honor Degree in one of the above courses shall be entitled to the non-professional standing of a Specialist, on submitting to the Education Department a certificate from the Registrar of the University, that he has passed, subsequently to graduation, the examinations prescribed for each year of the Honor course of the department in which he seeks to be recognized as a Specialist, or any examinations which are recommended by the University as equivalent thereto and accepted as such by the Education Department; and that he has been in actual attendance in such department at a University for not less than two academic years in preparation for the examinations therefor.

52. Any person who passes the examination in the subjects set forth in Circular No. 2.—Courses for Commercial and Art Specialists—(each paper being valued at 100, and the standard being 40 per cent. in each and 60 per cent. of the aggregate, with 75 per cent. in honors), and who is the holder of a High School Assistants' Certificate, shall be entitled to an interim Commercial or Art Specialist's Certificate.

EXAMINATION AND OTHER FEES.

53. The fees authorized by the Education Department shall be as follows: Candidates for the Entrance Examination, if so ordered by the Board of Trustees or the County Council, \$1; District Certificate, \$5; Junior Teachers' Examination, \$5; Part I. Senior Teachers' Examination, \$3; Part II. Senior Teachers' Examination, \$3; Junior Matriculation, \$5; Senior Teachers' Examination, at one examination, \$5; Commercial and Art Specialists' each \$5; Part I. Junior Teachers' Examination when taken alone, \$3; for

Candidates for examination in one or more subjects only (not exceeding four), for the purpose of completing a course for pass Matriculation into any University or Learned Profession, \$2; Tuition, County Model School, when so ordered by the Board of Trustees, \$5; Kindergarten Assistants, \$3; Directors, \$5; Examination Normal School, \$10; Examination Normal College, \$15; Appeals of all kinds, \$2. (Fee to be refunded if the appeal is sustained.)

KINDERGARTENS.

54. No person shall be appointed to take charge of a Kindergarten who has not passed the examination prescribed for Director of Kindergartens. No person shall be admitted to the course in training prescribed for Assistants who is not 18 years of age and who has not Junior Teacher's non-professional or Junior Matriculation standing, or who has not successfully pursued the High School Lower and Middle School courses. Any person who has taken the equivalent of such a course at some other educational institution may, on the recommendation of the Inspector and with the consent of the Minister of Education, be admitted to training. No person shall be admitted to the course prescribed for a Director who has not pursued the course prescribed for an Assistant.

55.—(1) Any person who attends a Kindergarten for one year and satisfactorily completes the course prescribed for Assistants shall, on the recommendation of the Director of such Kindergarten endorsed by the Public School Inspector or by the Principal of the Normal School where the course is pursued at one of the Provincial Kindergartens, be entitled to an Assistant's certificate, valid for two years.

(2) The holder of an Assistant's certificate or the holder of a Second Class Provincial certificate on attending a Provincial Kindergarten for one year and on passing the prescribed examinations shall be entitled to a Director's certificate.

56.—(1) The examination for Directors shall include Psychology and the general principles of Froebel's system, History of Education, Theory and Practice of the Gifts and Occupations, Mutter and Kose-Leider, Botany and Natural History, Miscellaneous Topics, including discipline and methods of morning talks, each, 100; Practical Teaching, 500; Book work, 400. There shall also be sessional examinations in Music, Drawing and Physical Culture, each valued at 50.

(2) The examination for Assistants shall include Theory and Practice of the Gifts, Theory and Practice of the Occupations, Miscellaneous Topics, including the general principles of Froebel's System and their application to songs, games, elementary science, morning talks and discipline, each valued at 100.

(3) There shall be at least two sessional examinations and one final examination conducted by the staff and the Principal of the Normal School, in the case of Directors, and by the Staff and the Public School Inspector in the case of Assistants.

(4) Candidates for the Director's or the Assistant's Certificate must obtain 40 per cent. of the marks assigned to each subject and 60 per cent. of the ag-

gregate marks, the sessional and final examinations being taken together. Seventy-five per cent of the aggregate will be required for honors.

COUNTY AND CITY MODEL SCHOOLS.

57. The Board of Examiners for every County, or the trustees of any city, with the approval of the Minister of Education, may set apart at least one Public School for the professional training of third-class teachers. The Principal of such school shall be the holder of a first-class certificate from the Education Department and shall have at least three years' experience as a Public School Teacher. In every Model School there shall be at least three assistants on the staff who shall be the holders of first or second-class certificates. The County Board of Examiners shall distribute the teachers-in-training among the County Model Schools as may be deemed expedient.

58. The Model School term shall begin on the second day of September and shall close on the 15th day of December. During the term the Principal of the Public School to which the Model School is attached shall be relieved of all Public School duties except the management and supervision of the Public School. The assistants shall give such instruction to the teachers-in-training as may be required by the Principal or by the regulations of the Education Department. There shall be a room for the exclusive use of the teachers-in-training either in the Public School buildings or elsewhere equally convenient.

59. Application for admission to a Model School shall be made to the Inspector not later than the twenty-fifth of August. Any person who has a full Junior Teachers' Non-professional Certificate, or a District Non-professional Certificate, or who is considered eligible by the Board of Examiners for a District certificate and who will be eighteen years of age before the close of the term may be admitted as a teacher-in-training. The teachers in training shall be subject to the discipline of the Principal with an appeal in case of dispute to the Chairman of the County Board of Examiners. Boards of Trustees may impose a tuition fee, not exceeding \$5, on each teacher in training.

60. The course of study in Model Schools shall consist of instruction in School Management, to be valued for examination purposes at 100; instruction in the Science of Education, 100; instructions in the best methods of teaching all the subjects on the Public School Course of Study, four papers, 100 each; instructions in the School Law and Regulations so far as they relate to the duties of the teachers and pupils, instruction in Reading, School Hygiene, Music, Art and Physical Culture, 50 each; and such practice in teaching as will cultivate correct methods of presenting subjects to a class and develop the art of school government. The final examination of the Education Department will be limited to School Management, the Science of Education, School Law and Regulations and Methods in Spelling, Literature, Composition, Grammar, History, Geography, Arithmetic and Mensuration, and Penmanship.

61. The Principal of the School shall submit to the Board of Examiners a report with respect to the standing of every teacher-in-training, having regard to his conduct during the Session, his knowledge of the Public School Course of Study, his aptitude as a teacher, his powers of discipline and government in the school room and such other qualities as in the opinion of the

Principal are necessary to a successful teacher. The Principal shall also report the standing of each teacher-in-training in the subjects of Hygiene, Music, Physical Culture, and Art and Nature Study (both after 1904), as determined by at least one Sessional examination. These reports shall be considered by the Board of Examiners at the final examination in estimating the standing of the candidates for certificate.

62. During the last week of the Session, the County Board of Examiners shall require each teacher-in-training to teach in the presence of such members of the Board as may be appointed for that purpose, two lessons of twenty minutes each, one of which shall be assigned by the presiding examiner one day, and the other forty minutes before it is to be taught. The lessons shall be valued at 100 each, shall be appraised by different examiners, and shall not be taught in the same Form or in the same subject. The Board of Examiners shall also submit the candidates to a practical test of their ability to place upon the blackboard with neatness and despatch any exercise for pupils they may deem expedient. The time allowed for such a test shall not exceed ten minutes and the valuation 50 marks.

63. Any teacher-in-training having the full Junior Teachers' non-professional standing who obtains forty per cent. of the marks assigned to each subject (including practical teaching) and sixty per cent. of the aggregate shall be awarded a Third class certificate valid for three years. At the request of the County Board, when there is a scarcity of teachers, and with the permission of the Minister of Education, a certificate for a shorter period and valid only within the jurisdiction of the County Board, to be known as a District certificate, may be awarded to teachers-in-training who obtain a lower percentage, or to such other persons whose non-professional standing would entitle them only to District certificate. The Board may reject any candidate whose scholarship, on the report of the Principal or of an Examiner, appears to be defective. The decision of the Board with respect to the examination shall be final.

DISTRICT MODEL SCHOOLS.

64. The Minister of Education may set apart two Public Schools in each of the Districts of Thunder Bay, Algoma, Parry Sound, and Nipissing, as Model Schools for candidates for District certificates. No school shall rank as a District Model School unless it has a Continuation Class of the highest grade, and unless the staff consists of at least three teachers, viz: a Principal holding a first-class certificate and at least one of his assistants holding a second-class certificate. Teachers-in-training at District Model Schools shall take the course of study and the final examinations prescribed for District Certificate examinations. Candidates for teachers' certificates at the District Model School Examinations shall be at least eighteen years of age, and shall take such a course of professional training in the subjects prescribed for County Model Schools as the Inspector of the District may direct.

65. In cities and counties where the French or German language prevails, the Board of Examiners, with the approval of the Education Department may establish a Model School for the training of teachers of French or German origin; such schools shall hold one term each year, viz: From the first of September to the first of July. The course of study shall be the non-professional course required for a District certificate and the professional course

required for a County Model School. The examination in English shall be conducted on the papers prescribed for the District certificate. The examination in French or German shall be limited to Reading, Grammar, and Composition and may be both oral and written. The papers in French and German shall be prepared by the Board of Examiners. The Board may submit the teachers in training to such an examination on the professional course as it deems expedient.

PROVINCIAL NORMAL AND MODEL SCHOOLS.

66. The session of the Normal Schools will extend from the second Tuesday in September in each year to the third Friday in June of the year following, and will consist of two terms. The first term will begin on the second Tuesday in September and end on the eighteenth day of December of the same year. The second term of the session will begin on the seventh day of January of the following year and end on the third Friday in June.

67.—(1) Any student with the full Senior Teachers' non-professional standing, or any teacher who has at least full Junior Teachers' non-professional standing and who has taught a public school successfully for one year or who after passing the County Model School examination has taught for six months under the supervision of the Inspector of a city having a Model School may be admitted as a Normal School student. Every applicant for admission shall be required to produce a medical certificate of freedom from serious pulmonary affections and from seriously defective eyesight and hearing, also a certificate of good moral character. The above-specified certificates are to be presented to the Principal on the opening day.

(2) Application for admission is to be made to the Deputy Minister on or before the first day of September preceding the session to which admission is desired. The fee for the session is ten dollars (\$10.00) and is to be paid when application for admission is made.

68.—(1) The Principal of the Normal School shall be responsible for the discipline and management of the teachers-in-training. He shall prescribe the duties of the staff, subject to the approval of the Minister of Education. The staff shall carry out the instruction of the Principal with regard to discipline, management, methods of study and all matters affecting the efficiency of the Normal School and the progress of the teachers-in-training.

(2) Teachers-in-training shall attend regularly and punctually throughout the session and shall submit to such discipline and direction as may be prescribed by the Principal. They shall lodge and board at such houses only as are provided by the Principal. Ladies and gentlemen shall not board at the same house.

69. The course of study shall consist of the following subjects:—

I. The Science of Education:

1. Psychology;
2. Kindergarten Principles;
3. Child Study;

II. History of Education.

III. School Management.

IV. A. English:

1. Language and Composition;
2. Grammar;
3. Literature;
4. Spelling.

B. Mathematics:

1. Arithmetic;
2. Algebra;
3. Geometry.

C. Nature Study and Elementary Science:

1. Elementary study of surroundings;
2. Biology, Physics, Chemistry, etc.;
3. Agriculture.

D. Reading.

E. Geography.

F. History.

G. Physiology and Hygiene.

H. Manual Training:

1. Woodwork;
2. Paper and Cardboard work;
3. Basketry;
4. Weaving;
5. Metal work;
6. Modelling;
7. Glass work.

I. Household Science:

1. Needlework;
2. Household Economics.

J. Form Study, Drawing, and Color Work.

K. Writing.

L. Music.

M. Physical Training.

V. Practice Teaching in the Model School.

VI. Such other subjects as may be prescribed by the Minister of Education.

70. For examination purposes the subjects shall be valued as follows: Practice Teaching in the Model School, 500 marks; by the Departmental Examiners, 300; Psychology, 400; Kindergarten Principles and Child Study, 50; History of Education, 300; School Management, 300; English, group A: Grammar, Literature, Composition and Spelling, 200; group B: Reading, History and Geography, 200; Mathematics: Arithmetic, Algebra, and Geometry, 200; Nature Study and Elementary Science: Biology, Physics, etc., 200; Agriculture, Hygiene, Drawing, Writing, Music, Physical Culture, Manual Training, Household Economics and Needlework, each 50.

71.—(1) Teachers-in-training shall take written examinations, to be conducted by the staff, covering every subject on the course of study.

(2) An examination in practical teaching, to be conducted according to the instructions of the Minister of Education, shall be required of every teacher-in-training.

(3) Any candidate who obtains 40 per cent. of the marks in each subject of the written examinations and 40 per cent. of the marks in teaching (the report of the staff and the report of the special examiners being taken jointly) and 60 per cent. of the aggregate marks shall be entitled to pass standing. Candidates making 75 per cent. of the aggregate marks shall be awarded honors.

(4) Candidates obtaining from 50 to 59 per cent., inclusive, of the aggregate marks shall be awarded interim certificates valid for two years. On presentation of a certificate of successful teaching from an inspector under whose jurisdiction they may have taught after leaving a Normal School, those holding these interim certificates may present themselves for the final written and practical examinations at a Normal School after having taught for at least one year.

(5) Candidates making less than 50 per cent. of the aggregate marks shall be required to attend a Normal School another term.

72. The terms of the Provincial Model Schools shall correspond with those of the Public Schools in cities. The hours of study shall be from 9.30 a.m. to 12 a.m., and from 1.30 p.m. to 3.30 p.m., unless otherwise determined by the Principal. The regulations of the Education Department with regard to pupils and teachers in Public Schools shall apply to the teaching staff and to pupils of the Model Schools, subject to any modifications that may be made from time to time by the Minister of Education.

73. The Head Master of each Model School and the Director of the Provincial Kindergarten shall act under the direction of the Principal of the Normal School to which their respective departments are attached, and shall be responsible to him for the order, discipline and progress of the pupils, and also for the accuracy and usefulness of the lessons conducted by the teachers-in-training.

ONTARIO NORMAL COLLEGE.

74. The Ontario Normal College shall open each year on the 1st of October and close on the 31st of May. Any person who has Senior (Senior Leaving) standing or who is a graduate in Arts of any university in the British Dominions, and who will be eighteen years of age before the close of the College year, may be admitted as a teacher-in-training on application to the Minister of Education on or before the 15th of September. Candidates for Specialists' certificates must submit evidence as to their non-professional Specialist standing.

75.—(1) The Course of Study shall consist of (a) lectures on Psychology, the History of Educational systems, the Science of Education, the best methods of teaching each subject of the High and Public School courses of study, School Management, (b) Practice-teaching, and (c) instruction in Reading, School Hygiene, Stenography, Bookkeeping, Typewriting, Art, Manual Training, Household Science, Physical Culture, and such other subjects as may be prescribed by the Minister of Education.

(2) The marks allowed for examination purposes shall be as follows; Psychology and Science of Education, each 200; History of Education, School Management, Methods in English and History, in Mathematics, in Science, in Classics, and in French and German, each 150.

(3) The examinations shall also call for a review by the teacher-in-training of the High School courses of study and shall be of such a character as will test his knowledge of the subjects which a High School teacher is legally qualified to teach.

76. Teachers-in-training shall lodge in such houses only as are approved by the Principal; ladies and gentlemen shall not board in the same house nor shall they mingle together in the class-rooms or in the halls of the Normal College. They shall attend regularly and punctually upon lectures and shall submit to the rules of the College with regard to discipline, or any other matter required by the Principal, and shall undertake such practice teaching as may be prescribed by the Minister of Education.

77. The Principal shall be responsible for the organization and management of the College and for the discipline of the teachers-in-training. He shall prescribe the duties of his staff, and shall from time to time be present at their instruction and at the practice teaching of the teachers-in-training. He shall keep a record of the sessional examinations on the forms prescribed by the Minister of Education and shall make in addition such observations with respect to the conduct of each teacher-in-training and his aptitude as a teacher as he may deem expedient.

78. Each lecturer shall explain and illustrate the best methods of dealing with each branch of his department as it should be taught in the different Forms of a High or Public School, and shall, as far as possible, explain and justify his methods on scientific principles, giving model lessons for classes in different stages of advancement. He shall keep a record of the practice teaching of every teacher-in-training, and shall report to the Principal from time to time any breach of discipline, any irregularity or any defect of scholarship on the part of the teacher-in-training, or any other matter which may affect the work of the College.

79.—(1) Teachers-in-training shall take two written examinations during the Session, viz., one at the end of the year and the other at the close of the session, and such oral examinations as may be considered necessary for testing their scholarship, their knowledge of methods, and their teaching ability. These examinations shall be conducted by the staff of the College.

(2) No teacher-in-training shall be recommended to pass by the examiners who has made less than 40 per cent. of the marks at the sessional examination (fifty marks being the maximum for each) in Reading, Writing, Manual Training (or Household Science), Art, or Physical Culture. Any candidate who obtains 40 per cent. of the marks in each subject of the examinations (the first and final written examinations being taken jointly), and 60 per cent. of the aggregate marks, shall be entitled to pass standing. A candidate who fails in the total only, but who makes at least 50 per cent., may be awarded an interim Public School teachers' certificate. Candidates for specialist's standing must obtain 66 per cent. of the marks assigned to subjects of their specialist department. Candidates making seventy-five per cent. of the aggregate marks shall be awarded honors.

80.—(1) Any candidate whose scholarship in the subjects he is legally qualified to teach is satisfactory to the staff as tested by written and oral examinations and who obtains the required standing in Psychology, the Science of Education, the History of Education, School Management, Methods in Mathematics, in English and History, in Latin, in Elementary Science, and in one of the following groups, viz: (a) Chemistry, Mineralogy, Physics, and Biology, (b) French and German, (c) French and Greek (d) German and Greek, shall be entitled to a Normal College Interim certificate.

(2) The holder of a Specialist's non-professional certificate in any of the departments recognized by the Education Department, who passes the final examination (including methods in the subjects of his non-professional certificate) shall be entitled to a Normal College Interim Specialist's certificate in the subjects of his non-professional Specialist's course; but such candidate shall be required to show a more extended acquaintance with their special department than is required from ordinary candidates.

(3) All students entering the Normal College, must take the course therein prescribed, irrespectively of the academic course which they may have taken.

(4) Unsuccessful candidates at previous examinations will be allowed to write at the final examination of any year without attendance at the Normal College, and may confine themselves to the same subjects as taken previously.

(5) Teachers of five years' successful experience, who hold Normal School Certificates, and who have the necessary academic standing, may write at the final examination of the Normal College without attendance.

(6) Holders of Normal College Interim Certificates or of High School Assistants' Certificates, provided they have the necessary non-professional standing, may obtain Specialist's standing on passing the final examination of the Normal College in their special department.

(7) The Principal may make such reasonable modifications of the scheme of optional groups (Reg. 80, 1, a, b, c, d), as will meet the condition of candidates who have obtained their non-professional standing on courses other than those now prescribed by the Regulations.

THE EDUCATIONAL COUNCIL.

81. The Educational Council authorized by the Education Department Act, 1901, to conduct Departmental examinations, shall hold its first meeting each year as may be fixed by the Minister of Education and shall organize by electing as chairman one of its members. Subsequent meetings of the Council shall be held from time to time as may be determined by the Council.

82. The Council shall appoint examiners of well known ability as teachers in either a University or a High School, to prepare examination papers for the (a) Junior and Senior Teachers' and Matriculation examinations, and (b) such other examinations as may be transferred to the Council with the approval of the Education Department. The Council shall also appoint examiners of well known experience as Inspectors or Teachers (from lists to be submitted by the Minister of Education), to prepare examination papers at all other departmental examinations.

83. For the purpose of reading the answer papers of candidates at the Examinations of (a) aforesaid, the Council shall appoint, as associate examiners, graduates of any of the Universities in the British Dominions, or specialists according to the regulations of the Education Department, who are actually engaged in teaching, and who have had not less than two years' experience. For the purpose of reading the answer papers of candidates at other examinations, the Council shall appoint as associate examiners persons in actual service holding at least First Class certificates. The lists from which such selection is made shall be furnished by the Minister of Education and shall in each case contain the names of twice the number of associate examiners to be appointed. The number of examiners appointed by the Council for each examination shall be subject to the instructions of the Minister of Education from time to time.

84. All communications or references requiring the attention of the Council shall be addressed to the Education Department. The Registrar of the Council shall submit for consideration all matters referred by the Minister of Education. The Council shall report promptly to the Minister of Education all matters that require any action by the Education Department or any of its officers. The Council shall appoint an executive committee, of not more than three members. The Education Department shall appoint a Chairman of the Board of Examiners who shall exercise such supervision over the examinations as the Council may order. Candidates may have their papers re-examined on placing an appeal to that effect in the hands of the Minister of Education within fifteen days after the issue of the results of the examinations.

TEACHERS' CERTIFICATES.

85. (1) The Minister of Education may issue certificates on the report of the Educational Council or the Education Department, as follows, viz., permanent Third Class or District Certificates to teachers of ten years' successful experience. (2) Any person who attends a Public Kindergarten for one year and passes the prescribed examination shall be entitled to an Assistant's certificate; any person who has obtained an Assistant's certificate and who has attended a Provincial Kindergarten one year and passes the prescribed examinations shall be entitled to a Second Class Public School. Any person who attends a Normal School one session and who passes the prescribed examinations shall be entitled to a Director's certificate. (3) certificate, permanent or interim, according to the percentage of marks obtained and previous experience. An Interim Second Class Certificate may be extended from year to year on the report of a Public School Inspector. (4) Any person who has passed the prescribed examinations of the Normal College shall be entitled to a Normal College Interim Certificate.

86. A Normal College Interim certificate shall entitle the holder, if under 21 years of age, to teach in a Public School only, and, if over 21 years, to teach in a Public or High School. After two years' successful experience as a teacher, the holder of such certificate shall, on the report of the Inspector concerned, be entitled to a permanent certificate as a First Class Public School teacher or as a High School assistant, ordinary or specialist, according to the class of school in which the experience was acquired. Normal College Interim certificates may be extended from year to year on the report of a Public or a High School Inspector. Any graduate in Arts in any University in the British Dominions, who holds a High School Assistant's certificate, and who, as shown by the report of the High

School Inspector, has taught successfully three years (two of which at least were spent in a High School), shall be entitled to a certificate as Principal of a High School or Collegiate Institute.

87. A third class certificate shall be valid for a period of three years from the date thereof ; and may on expiration be renewed by any Board of Examiners for a period not exceeding three years in all on the following conditions, viz. :—(a) where the applicant has re-passed the Part II. Junior Teachers' examination or holds a non-professional certificate of a higher grade, (b) Where the applicant has re-passed the County Model School examinations. The certificate of any teacher who has not taught the full period of three years for which his certificate was granted may be renewed by the County Board for any time lost by sickness or any other cause. In all cases the report of the Inspector with respect to the efficiency of the applicant as a teacher must be satisfactory. All renewals shall be issued with the authority of the Board, and shall be limited to the jurisdiction of the Board of Examiners granting the same.

88. With the consent of the Minister of Education, a temporary certificate may be given by the Inspector to any person of suitable character and attainments where a qualified teacher is not available, such certificate to be valid only under the Board of Trustees applying for the same.

PUBLIC SCHOOL INSPECTORS AND DUTIES OF INSPECTORS.

89. The holder of a degree in Pedagogy who has had four years' experience as a teacher of which two years shall have been in a Public School, and any person with five years' successful experience as a teacher of which at least three years shall have been in a Public School, who holds either Specialist's non-professional standing obtained on the University examination, or a Degree in Arts from any University in Ontario with first-class graduation honors in one or more of the recognized departments in such University, and who has passed the examination of the Ontario Normal College for a Specialist's certificate, shall be entitled to a certificate as an Inspector of Public Schools.

90. Every inspector of any class of schools conducted under the Education Department, while officially visiting a school, shall have supreme authority in the school, and may direct teachers and pupils in regard to any or all of the exercises of the school-room. He shall, by personal examination or otherwise as he may be directed by the Minister of Education, ascertain the character of the teaching in the schools which he is authorized to visit ; and shall make enquiry and examination, in such manner as he may think proper, into the efficiency of the staff, the accommodations and equipment of the school, and all matters affecting the health and comfort of the pupils. He shall report to the Minister of Education any violation of the Schools Act or the Regulations of the Education Department in reference to the class of schools for which he is inspector.

TEACHERS' INSTITUTES.

91. Every Teachers' Institute shall have one meeting each year on a Friday and Saturday to be named by the Management Committee. The County Council may allow Thursday to be taken also if considered expedient. The Institute shall hold two sittings per day, of three hours each, for at least two days, and one evening sitting. All questions and discus-

sions foreign to the teachers' work shall be avoided. The officers of the Institute shall be a President, Vice-President and Secretary-Treasurer. There shall be a Management Committee of five persons, to be appointed by the members of the Institute. The officers and the Management Committee shall be elected annually.

92. The Inspector shall furnish the Secretary of the Institute with a list of the teachers in his County or inspectoral division. Every Public School teacher shall attend continuously all the sessions of the Institute of his County or inspectoral division and shall answer to the calling of the roll at the opening and closing of each session. A report of the sessions attended by each teacher shall be sent by the Secretary to the Board of Trustees employing such teacher.

READING COURSE.

93. The Minister of Education may prescribe a Course of Reading for the teachers of Public Schools. The Course shall extend over three years, and certificates for reading more than three books in one year shall not be granted by the Inspector. For the purposes of the Course, the year shall not be granted by the Inspector. For the purposes of the Course, the year shall correspond with the calendar year. A teacher may enter on the Course by taking any of the books prescribed for the year. The list of books for each year will be announced by the Education Department.

94. Any teacher who desires a certificate of having taken the Public School Teachers' Reading Course shall make a synopsis of not less than ten or more than fifteen pages of each book read, and shall transmit the same to the Inspector of his district on or before the 30th June in each year. Such synopsis shall be accompanied by a fee of twenty-five cents and a declaration that the books prescribed for the year were read and that the synopsis submitted was prepared without assistance by the person signing the same.

95. The Management Committee of each Teachers' Institute shall appoint two persons, who with the Inspector shall form a Committee for determining whether the synopsis made by the teacher desiring a certificate indicates that the books have been read intelligently. The Inspector shall issue a certificate for each book so read, on the form prescribed by the Minister of Education to every teacher whose synopsis has been found satisfactory. If a teacher is unable to read all the books prescribed for the year, or if the synopsis of any book has been rejected, he may substitute the books of the next year for those omitted or rejected.

96. Any teacher who submits to the Education Department certificates showing that he has satisfactorily read nine of the books prescribed, shall be entitled to receive from the Minister of Education a Diploma certifying to the completion of one full reading course covering three years. Additional Diplomas shall be awarded to teachers who complete additional courses of three years.

RELIGIOUS INSTRUCTION.

97. Every Public and High School shall be opened with the Lord's Prayer and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer authorized by the Department of Education. When a teacher claims to have conscientious scruples in regard to opening or closing the school as herein prescribed, he shall notify the Trustees to that

effect in writing ; and it shall be the duty of the Trustees to make such provision in the premises as they may deem expedient.

98. The Scriptures shall be read daily and systematically ; the portions used may be taken from the book of selections adopted by the Department for that purpose, or from the Bible, as the Trustees by resolution may direct. Trustees may also order the reading of the Bible or the authorized Scripture Selections by both pupils and teachers at the opening and closing of the school, and repeating of the Ten Commandments at least once a week.

99. No pupil shall be required to take part in any religious exercises objected to by his parents or guardians, and in order to the observance of this regulation, the teacher, before commencing a religious exercise, is to allow a short interval to lapse, during which the children of Roman Catholics, and of others who have signified their objection, may retire. If in virtue of the right to be absent from the religious exercises, any pupil does not enter the school room till the close of the time allowed for religious instruction, such absence shall not be treated as an offence against the rules of the school.

100. The clergy of any denomination, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each school house, at least once a week, after the hour of closing the school in the afternoon ; and if the clergy of more than one denomination apply to give religious instruction in the same school house, the Board of Trustees shall decide on what day of the week the school house shall be at the disposal of the clergymen of each denomination, at the time above stated. But it shall be lawful for the Board of Trustees to allow clergymen of any denomination, or his authorized representative, to give religious instruction to the pupils of his own church providing it be not during the regular hours of the school. Emblems of a denominational character shall not be exhibited in a Public School during regular school hours.

GRANTS TO WEAK SCHOOLS.

101. Where on the report of the Inspector or on other satisfactory evidence it appears that any school section is so limited in area, or is so remote from market or railway accommodation, or has suffered from any exceptional cause as to clearly establish the inability of the ratepayers to bear the ordinary burdens of taxation for school purposes, the Minister of Education may appropriate to such section out of the grant to Poor Schools such sum of money from year to year as he may deem expedient, but nothing in the regulations shall be construed as establishing the claim of any school upon the poor school fund, beyond the discretion of the Education Department.

102. The Inspector shall submit to the County Council at the regular meeting thereof in January or June of each year, a list of the schools in his Inspectoral Division where the assessment for school purposes is insufficient for the proper maintenance of the school, and shall indicate in each case any special reason why the statutory grants for school purposes should be supplemented by the County Council.

103. All schools receiving special grants, either from Township or County Council, shall receive from the Poor School Fund voted by the Legislature the equivalent of such special grant, provided the sum voted by the Legislature is sufficient. When the Legislative grant is not sufficient

to admit of paying the equivalent of the County or Township grant, then such grant shall be made, as nearly as possible *pro rata*. Any portion of the Poor School Fund remaining after such payments are made may be distributed among other weak schools on the report of the Inspector. In making application for grants special attention should be paid to the following requirements :—

(1) That a School Section with definite boundaries has been set apart by the Township Council, having jurisdiction, or, where no municipal organization exists, by the Public School Inspector, if any, under the authority of the twenty-fifth section of the Revised Public Schools Act, 1901.

(2) That Trustees have been duly elected for such section.

(3) That a building and other suitable accommodation for the school have been provided by the Trustees.

(4) That a teacher holding a valid certificate has been employed by the Trustees for at least six months of the year.

(5) That the yearly report in the prescribed form has been sent in to the Inspector, at the time specified, and certified by him as satisfactory.

(6) That the assessed value of the section and the financial condition of the ratepayers are such as to render aid absolutely necessary.

SUPERANNUATED TEACHERS.

104. Any subscriber to the fund for superannuated teachers who fails or neglects to pay the annual subscription of \$4 on or before the 31st of December in any year, shall be required to pay for such year the sum of \$5. In the case of persons under sixty years of age who have been placed upon the superannuated list, proof of disability for professional service shall be furnished annually to the Department. Should it appear that any superannuated teacher under sixty years of age is capable of resuming his profession, the allowance shall in the meantime be withdrawn. No allowance shall be paid unless satisfactory evidence of good moral character is furnished the Education Department annually, or when required.

TEXT BOOKS.

105. (1) The copyright of every authorized text book shall, where possible be vested in the Education Department. The publisher of an authorized text book shall submit to the Minister of Education a sample copy of every edition for approval, and no edition of any text book shall be considered as approved unless a certificate to that effect, in writing, has been issued by the Minister of Education.

(2) Before application is made for the authorization of any text book, the book must have been in circulation for at least six months for examination by teachers, inspectors, and other educationists, provided that this Regulation shall not apply to any book the authorization of which is under consideration at the date of these regulations.

(3) Subject to the preceding sub-section, the Minister of Education, when a change in Text Books is deemed desirable, may submit to a Committee of Education Council, as hereinafter provided, for examination and report any and all books for which such authorization is sought. In the case of Text Books to be used in the Public Schools, the hereinbefore mentioned Committee shall consist of not more than five members, one of whom shall be the Inspector of Public Schools and one of them the Public School

representative on the said Educational Council. In the case of Text Books to be used in the High Schools and Collegiate Institutes, the Committees shall consist of not more than five members, of which the High School representatives on the said Educational Council, and the President of the College and High School section of the Ontario Educational Association shall be members.

106. Before any authorized text book is placed on the market, the publisher thereof shall execute such agreements and give such security for the publication of such book as may be required by the Minister of Education. Any authorized text book shall be subject at every stage of its manufacture to the inspection and approval of the Education Department as regards printing, binding and paper, and may be removed from the list of authorized text books in case the publisher fails to comply with the regulations of the Education Department.

107. Every authorized text book shall bear the imprint of the publisher, and shall show upon the cover the authorized retail price. No part of an authorized text book shall be used for advertising purposes, and no change shall be made in the letter press, binding or paper of any authorized text book without the consent of the Minister of Education. Books recommended as reference books shall not be used as text books by the pupils, and any teacher who permits such books, or any other book not authorized as a text book for the Public Schools, to be used as such, and any teacher who permits the use of charts as substitutes for any of the authorized text books, shall be liable to such penalties as are imposed by the Schools Act.

FREE TEXT BOOKS.

108. Any Public or Separate School Board in rural districts may, by a resolution, decide to have certain Text Books purchased for the pupils free of cost to the parents or guardians.

109. The Text Books that may be provided in this way shall include only such Readers as may be authorized for use in the Public or Separate Schools.

110. Any rural School Board which provides such Text Book free for the scholars shall be entitled to a grant, equivalent to one-half the amount expended, from whatever money may be appropriated for the purpose by the Legislature.

111. Trustees shall have the right to purchase from either wholesale or retail dealers, and on such conditions as they may consider most desirable.

112. The Trustees are required to make proper arrangements for the care of the Text Books which become the property of the Board; and the Principal or a Teacher of the school shall be Librarian, and act under such instructions as may be given by the Minister of Education, the Inspector or the Trustees of the school concerned.

113. All applications for Legislative aid must be made, through the Public (or Separate) School Inspector, to the Minister of Education by the Trustees, who shall give all necessary information regarding the books purchased together with such vouchers from the Booksellers as may be required. The Inspector will make application to the Education Department on a form to be provided.

114. All applications by trustees for Legislative aid must be made before the first day of October in each year, and after the books have been received. Any purchases made after that date and before the same date of

the succeeding year may be included in applications made the following year.

PUBLIC SCHOOL LIBRARIES.

115. The Minister of Education may prepare a catalogue of books adapted for school libraries, or approve of a catalogue recommended by the Inspector for his inspectorate, the lists to include mainly works suitable for children, in such departments as biography, history, geography, travel, mythology and fables, elementary science, citizenship, etc.

116. Any rural school board which provides a library for the scholars shall be entitled to a share of whatever money may be appropriated for the purpose by the Legislature, if it purchases such books as are contained in the approved lists.

117. Every rural school board which establishes a library under these conditions shall be entitled to a grant, equivalent to half the amount expended, but not to exceed \$10, in any one year, and provided the appropriation made by the Legislature will warrant such payment.

118. Should the appropriation made by the Legislature not be sufficient in any year to meet the demand arising from the establishment of rural school libraries, or additions thereto, whatever sum is granted for the purpose by the Legislature will be paid pro rata.

119. The powers heretofore held by trustees to establish school libraries are not affected by these provisions; and Boards have full authority under the provisions of the statute to purchase books for the school library, and to make such selections as they may deem expedient. Any aid granted from the Legislative appropriation will, however, be based solely upon the amount expended for books given in the catalogues prepared or approved by the Minister of Education.

120. The trustees are required to make proper arrangements for the care of the library; and the principal of the school shall be librarian and act under such instructions as may be given by the Minister of Education, the Inspector, or the trustees of the school concerned.

121. All applications for legislative aid must be made, through the Public School Inspector to the Minister of Education, by the trustees, who shall give all necessary information regarding the books purchased, together with such vouchers from the booksellers as may be required. The Inspector shall make application to the Education Department on a form to be provided.

122. All applications by trustees for legislative aid must be made before the first day of July in each year and after the books have been received. Any purchases made after that date may be included in applications made the following year.

RURAL SCHOOL GARDENS.

123. For the purpose of encouraging agriculture and horticulture, and also for the purpose of increasing the attractiveness of rural schools, the Minister of Education may issue instructions for the guidance of trustees, teachers, and inspectors.

124. Any rural School Board which provides a school garden with the necessary equipment and accommodation shall be entitled to a share of whatever money may be appropriated for the purpose by the Legislature.

125. Every rural School Board which provides a school garden shall be entitled to an initial grant not exceeding one hundred dollars, and a

subsequent annual grant of ten dollars, provided the appropriation made by the Legislature will warrant such payment.

126. Should the appropriation made by the Legislature not be sufficient in any year to meet the demands arising from the establishment of school gardens, whatever sum is granted for the purpose by the Legislature will be paid pro rata.

127. The area of the school garden must be at least one acre, in addition to that of the regular school ground, to which it must be adjacent or from which it must be removed only a short distance.

128. The trustees must provide necessary tools and implements, such as rakes, hoes, lines, pruning knives, etc.

129. A suitable shed must be erected for use as a working laboratory and for storage of tools, seeds, etc.

130. Such instructions will be given by the Public School Inspector to the trustees and teacher as will meet the special character of the locality and promote, so far as possible, a practical education.

131. The grant will be payable on the report of the Inspector, who will certify that the School Board has complied with the prescribed conditions.

HOUSEHOLD SCIENCE.

132. Subject to the provisions hereinafter mentioned, no certificate to teach Household Science shall be awarded after September 1st, 1904, to anyone who does not hold at least Junior Leaving or Junior Matriculation standing.

133. All institutions whose graduates may be recognized as teachers of Household Science shall provide, to the satisfaction of the Education Department, suitable courses of study as well as adequate accommodation, equipment and instruction, for students preparing to become teachers in this department.

134. Every student who desires to become a teacher of Household Science must take a two years' course of study in the department, but any person holding a certificate from one of the Normal Schools who completes satisfactorily a one year's course shall be awarded a teacher's certificate in Household Science.

135. Any graduate of the Normal College who completes satisfactorily a one year's course at one of the recognized institutions for the training of teachers in Household Science, shall be awarded a teacher's certificate as a Specialist in this department.

136. Any person holding a certificate to teach Household Science granted by the Education Department shall be qualified to have charge of a department of Household Science under any High, Public or Separate School Board.

137. Certificates as teachers of Household Science shall give no legal qualification to teach any of the other subjects of the school curriculum.

138. No grant shall be paid by the Government towards a department of Household Science unless the teacher who has charge of such department is duly qualified as herein provided.

139. These provisions shall not apply in the case of teachers already in charge of the department of Household Science or to students preparing to be teachers of the subject who have been enrolled before the date of these regulations.

MANUAL TRAINING.

140. Subject to the conditions herein mentioned, the Macdonald Institute, Guelph, shall be the only institution recognized by the Education Department for the training of teachers in Manual Training.

141. The Macdonald Institute shall provide, to the satisfaction of the Education Department, suitable courses of study as well as adequate accommodation, equipment and instruction for students desiring to become teachers of Manual Training.

142. Any person holding at least a second class certificate from one of the Normal Schools, who completes satisfactorily a one year's course at the Macdonald Institute, shall be awarded a teacher's certificate in Manual Training.

143. Any graduate of the Normal College, who completes satisfactorily a one year's course at the Macdonald Institute, shall be awarded a teacher's certificate as a Specialist in Manual Training.

144. Any person holding a certificate from the Macdonald Institute as a Teacher of Manual Training, shall be qualified to have charge of a department of Manual Training under any High, Public or Separate School Board.

145. No grant shall be paid by the Government towards a department of Manual Training unless the teacher who has charge of such department is duly qualified as herein provided.

146. A certificate as a Teacher of Manual Training or as a Specialist in the same department shall give no qualification to teach any of the other subjects of the Public or High School curriculum.

147. These provisions shall not affect any person who is now in charge of a department of Manual Training in any High, Public or Separate School, or who may be appointed by the Board concerned before the 1st of September, 1904; it being understood, that such persons shall have qualifications satisfactory to the Minister of Education.

GENERAL DIRECTIONS TO TRUSTEES.

148. The notice calling an annual or special meeting should be signed by the Secretary or by a majority of the trustees. Any ratepayer may call the meeting to order and nominate a chairman as soon as the hour appointed arrives. The business of all school meetings should be conducted according to the following rules of order:—

(1) *Addressing Chairman.*—Every elector shall rise previously to speaking, and address himself to the chairman.

(2) *Order of speaking.*—When two or more electors arise at once, the chairman shall name the elector who shall speak first, when the other elector or electors shall next have the right to address the meeting in the order named by the chairman.

(3) *Motion to be read.*—Any elector may require the question or motion under discussion to be read for his information at any time, but not so as to interrupt an elector who may be speaking.

(4) *Speaking twice.*—No elector shall speak more than twice on the same question or amendment without leave of the meeting, except in explanation of something which may have been misunderstood, or until every one choosing to speak shall have spoken.

(5) *Protest.*—No protest against an election, or other proceedings of the school meeting, shall be received by the chairman. All protests must be sent to the Inspector within twenty days at least after the meeting.

(6) *Adjournment.*—A motion to adjourn a school meeting shall always be in order, provided that no second motion to the same effect shall be made until after some intermediate proceedings shall have been had.

(7) *Motion to be in writing and seconded.*—A motion cannot be put from the chair, or debated, unless the same be seconded. If required by the chairman, all motions must be reduced to writing.

(8) *Withdrawal of a motion.*—After a motion has been announced or read by the chairman, it shall be deemed to be in possession of the meeting; but may be withdrawn at any time before decision, by the consent of the meeting.

(9) *Kind of motions to be received.*—When a motion is under debate no other motion shall be received, unless to amend it, or to postpone it, or for adjournment.

(10) *Order of putting motion.*—All questions shall be put in the reverse order in which they are moved. Amendments shall be put before the main motion; the last amendment first, and so on.

(11) *Reconsidering motion.*—A motion to reconsider a vote may be made by any elector at the same meeting; but no vote of reconsideration shall be taken more than once on the same question at the same meeting.

(12) *Minutes.*—At the close of every annual or special meeting the chairman should sign the minutes, and send forthwith to the Inspector a copy of the same signed by himself and the Secretary.

(13) *Legal Trustee.*—Every Trustee declared elected by the Chairman of the school meeting is a legal Trustee until his election is set aside by proper authority.

(14) *Use of Seal.*—The seal of the school corporation should not be affixed to letters or notices, but only to contracts, agreements, deeds, or other papers, which are designed to bind the Trustees as a corporation for the payment of money, or the performance of any specified act, duty or thing.

*ACCOMMODATIONS OF HIGH SCHOOLS: GRADING AND GRANTS.

149. School accommodation shall be considered as divided into four grades, according to the character and extent of the premises, school buildings and their equipment.* Where, in Schools already erected, any part of the accommodation is used jointly by the High and Public Schools, the grading shall be one degree lower than if the Schools were separate. In determining the grades, the officers of the Education Department shall have regard to the following considerations:—

(1) *School Grounds.*—The school grounds shall be not less than one acre in extent, easily accessible, not exposed to disturbing noises, and exclusively devoted to High School purposes. The grounds shall be properly levelled and drained, and ornamented with trees, shrubs, and flower beds; they shall also have separate entrances, recreation grounds, and walks for the sexes. The recreation grounds for the sexes shall be separated with a close board fence, wall, or hedge. Provision shall be made for keeping the premises and grounds in good order.

(2) *Water Supply.*—Where there is no other source of water supply there shall be a well in the school premises properly protected against pollution. Lavatories, water-taps or tanks, and drinking cups shall be

*For suggestions in regard to accommodations, sanitation and school room decoration, see section XIV of the Catalogue of Books recommended by the Education Department for High School Reference Libraries, (1902).

provided. Grades I and II shall be given only when the water supply is inside the building.

(3) *Closets.*—The closets for the sexes shall be under separate roofs several feet apart, and properly screened from observation. Each closet shall contain a sufficient number of compartments for the attendance, each compartment being provided with a door. The boys' closet shall be built of glazed brick or similar material; or of wood, painted a dark color and sanded. Urinals, of slate or similar material, divided into compartments and properly situated, shall be provided for the boys, and separate and locked closets for the teachers. The closets and urinals shall be cleansed and disinfected at suitable intervals. Covered walks shall be laid from the door of the school building to the closets. A close, high board fence or wall shall be provided between the boys' and girls' side, from the closet to the school building, and the entrance of the closets shall be properly screened. In the case of Union Schools, the closets for High School pupils shall be separate from the closets for Public School pupils. Where the closets are inside the building the above conditions shall apply *mutatis mutandis*.

(4) *School Building.*—The grading of the school building shall depend upon the site and architectural appearance. In every school building there shall be separate entrances for the sexes with vestibules or covered porches, and separate means of egress at the rear to the recreation grounds and closets. The High School building shall be separate from the Public School building, and at least thirty feet distant from the highway. A school-bell and a flag and flag-pole should be provided.

(5) *Class Rooms.*—The class-rooms shall be conveniently arranged, well proportioned and oblong in shape. Suitable color-schemes should be adopted for the halls and class-rooms (see Books of Reference, note, p. 43.) The floors should be kept in good order. A superficial area of 12 square feet and a cubic air space of 250 feet shall be allowed for each pupil. In three-masters' schools or over, at least one separate class-room shall be provided for science teaching; in two-masters' schools one of the ordinary class-rooms may be used for this purpose, and in the larger schools the laboratories for Chemistry, Physics, and Biology shall be separate. There shall be a hall or class-room in which all the pupils can assemble. A movable fanlight shall be placed over each class-room door. The class-rooms should be decorated with good pictures, casts, and vases, and other beautiful ornaments. (See Books of Reference, note p. 43.)

(6) *Teachers' Private Rooms.*—There shall be at least one room for the private use of the teaching staff, of suitable size and comfortably furnished. Where the teaching staff is large, there shall be two or more private rooms, one of which shall be assigned for the accommodation of the female teachers.

(7) *Halls.*—The halls shall be of suitable size, well lighted, and shall be so placed to admit of separate entrances for the sexes to the waiting-rooms, cap rooms, and class-rooms. In buildings of two or more stories there shall be separate stairways for the sexes, easy of access and well guarded. Suitable color schemes and decorations should be provided.

(8) *Waiting-Rooms and Cap Rooms.*—The waiting-rooms and cap rooms for the sexes shall be conveniently situated with respect to the class-rooms. The waiting-rooms shall be furnished with benches and tables, and the cap rooms, with all necessary appliances for storing umbrellas and for hanging caps or cloaks. Provision shall also be made in the building for storing bicycles.

(9) *Desks*.—There shall be a single desk for each pupil in attendance. The desks shall be of suitable size with movable seats and adjustable lids. There shall be a desk and a chair in each class-room for the use of the teacher, and at least one chair for a visitor. The laboratory shall be supplied with suitable tables for experimental work in both Physics and Chemistry. In the larger schools special provision shall be made for teaching Biology and Physics; special desks shall also be provided for Commercial work. Single desks shall be graded I and double desks II, if there is suitable provision in each case for practical work in Science; otherwise the grading shall be one degree lower.

(10) *Blackboards*.—The blackboards shall be of sufficient extent and of good quality (slate preferred), properly placed in regard to light and distance from the floor, and furnished with troughs to hold chalk dust. There shall be a suitable supply of erasers for teachers and pupils, and the troughs and erasers shall be cleaned every day.

(11) *Lighting*.—The class-rooms shall be lighted from the left of the pupils, the lower edges of the windows being on a level with the heads of the pupils. The windows of every school building shall be adjusted by weights and pulleys. The windows shall admit of an adequate diffusion of light throughout the whole class-room. Grade I is given only when the lighting is from the left.

(12) *Heating*.—The temperature of the class-room, halls, waiting-rooms, cap-rooms and teachers' private rooms shall be not less than sixty-eight degrees. Where stoves are used they shall be so placed and protected as to prevent discomfort to any pupil. Grades I and II shall be given only in the case of schools heated with hot air, steam pipes, or hot-water pipes.

(13) *Ventilation*.—Due regard shall be paid to the moisture as well as the temperature of the atmosphere, and provision shall be made for a complete change of air at least three times every hour. A draft-chamber or other suitable special means of ventilation shall be provided for the laboratory.

(14) *Gymnasium*.—The Gymnasium should either be a part of the main school building or be connected therewith by a covered walk. It shall be adequately heated and ventilated. The sizes best adapted, having regard to the number of pupils, are 80x40, or 70x35. The windows in the sides of the building should be at least twelve feet from the ground; each window should be about three feet high by six feet long. They should be sufficiently numerous to furnish adequate light and easily adjustable for the purposes of ventilation. One end of the Gymnasium should be a dead wall without windows; the other end should contain the doors for entrance and either one large window or several small ones. The floor should be planked and a suitable supply of mattresses provided. The trapeze and flying rings should be in the central portion, suspended from points at least sixteen feet from the ground. The side rings should be suspended from points thirteen to sixteen feet from the ground. The stationary gymnastic apparatus, and the stove, where one is used for heating and where one is sufficient, should be placed at the end of the building containing the doors and windows. A locker and racks and stands should be provided for the movable appliances when not used by the class. Private rooms should be provided where the pupils may make any desirable change in their dress; and also an adequate number of baths. A running track should also be provided. Where the organization renders it necessary, separate gymnasias should be provided for the sexes. If suitably planned, the assembly-room may be used in addition for Physical Culture.

15. The Grant on the grading of the school premises shall be distributed according to the following scheme :

	Closets.	Water Supply.	School Premises.	School Building.	Class-rooms.	Halls.	Waiting-rooms.	Cap-rooms.	Teachers' Rooms.	Desks.	Blackboards.	Lighting.	Heating.	Ventilation.
	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.	\$ c.
TWO MASTERS' HIGH SCHOOLS—														
Grade I.....	6 00	3 00	15 00	6 00	24 00	3 00	3 00	3 00	3 00	9 00	3 00	6 00	6 00	10 00
II.....	4 50	2 50	12 50	4 50	20 00	2 50	2 50	2 50	2 50	7 50	2 50	4 50	4 50	7 50
III.....	3 00	2 00	7 50	3 00	16 00	2 00	2 00	2 00	2 00	6 00	2 00	3 00	3 00	5 00
IV.....	1 50	1 00	3 75	1 50	12 00	1 50	1 50	1 50	1 50	4 50	1 50	1 50	1 50	2 50
THREE OR MORE MASTERS' HIGH SCHOOLS—														
Grade I.....	9 00	4 50	22 50	9 00	36 00	4 50	4 50	4 50	4 50	13 50	4 50	9 00	9 00	15 00
II.....	6 75	3 25	18 25	6 75	30 00	3 75	3 75	3 75	3 75	11 25	3 75	6 75	6 75	11 25
III.....	4 50	2 00	11 25	4 50	24 00	3 00	3 00	3 00	3 00	9 00	3 00	4 50	4 50	7 50
IV.....	2 25	1 00	5 65	2 25	18 00	2 25	2 25	2 25	2 25	6 75	2 25	2 15	2 25	3 75
COLLEGIATE INSTITUTES—														
Grade I.....	12 00	6 00	30 00	12 00	48 00	6 00	6 00	6 00	6 00	18 00	6 00	12 00	12 00	20 00
II.....	9 00	4 00	25 00	9 00	40 00	5 00	5 00	5 00	5 00	15 00	5 00	9 00	9 00	15 00
III.....	6 00	2 00	15 00	6 00	32 00	4 00	4 00	4 00	4 00	12 00	4 00	6 00	6 00	10 00
IV.....	3 00	1 00	7 50	3 00	24 00	3 00	3 00	3 00	3 00	9 00	3 00	3 00	3 00	5 00

Gymnasium.—There shall be four grades for High Schools and Collegiate Institutes respectively, according to the suitability of the character and extent of the accommodations :—

For Grade I., ten per cent. of the value of the gymnasium as reported by the High School Inspector, will be allowed up to the maximum; for Grade II., ten per cent. of three-fourths of such value; for Grade III., ten per cent. of half of such value; and for Grade IV. ten per cent. of one-fourth of such value; but, when suitable additional accommodation is in use for Physical Culture, the grading will be one degree higher.

TECHNICAL INSTRUCTION: DISTRIBUTION OF GRANTS.

150.—(1) The plans of every building hereafter erected or of any room adapted for the purpose of Manual Training, Household Science, or Special Technical Instruction shall be submitted to the Minister of Education, and be subject to his approval, and a copy of such plans shall be filed in the Department of Education.

(2) Subject to the provisions of sections (5), (7) and (8) hereof, every school maintaining a Manual Training department shall be entitled to the following annual grants :—

(a) A fixed grant of \$350.00.

(b) 10 per cent. of the expenditure over \$600.00 for teacher's salary or salaries, but so as not in any case to exceed \$100.00.

(c) 20 per cent. of the cost of equipment for each of the first five years, and thereafter of the annual renewals and additions.

(3) Subject to the provisions of sections (5), (7) and (8) hereof, every school maintaining a department for Household Science shall receive annually :—

(a) A fixed grant of \$200.00.

(b) 20 per cent. of the expenditure over \$500.00 for teachers' salaries, but so as not to exceed \$50.00.

(c) 20 per cent. of cost of equipment for each of the first five years, and thereafter of annual additions and renewals.

(4) Any school under the control of a Public, Separate, or High School Board, or Board of Education, or of a recognized Technical School Board, which is specially organized and equipped for giving instruction in the theory and practice of the mechanical and industrial arts and sciences, shall be entitled, to receive out of any Legislative appropriation therefor, in addition to such sums as they may be entitled to receive under sections 2 and 3 hereof, such further sum as the Minister of Education may approve, based upon inspection and report, but so as not in any case to exceed \$750.00. To be eligible for this grant the building in which instruction is given, equipment, courses of study, and qualification of staff shall be approved by the Minister of Education.

(5) In apportioning the Legislative grants on equipments, the maximum value recognized shall be (a) for Manual Training \$500.00, (b) for Household Science \$300.00.

(6) The course of study, and the qualifications of every teacher hereafter employed, shall be subject to the approval and regulations of the Education Department.

(7) The unit of distribution of the Legislative grant for Manual Training and Household Science shall be the time of one teacher for five hours on each of five days per week.

(8) The grants mentioned in the foregoing sections shall be subject to such pro-rata increase or reduction as the Legislative appropriation therefor will permit.

(9) No Manual Training or Household Science school or department will be recognized as efficiently equipped that is provided with accommodation for less than 12 or more than 25 students, at any one time, for practical work.

INSTRUCTIONS AND REGULATIONS.

151. Instructions may be issued by the Minister of Education from time to time to Inspectors or other officers in carrying out the provisions of these Regulations.

152. All former Regulations of the Education Department are hereby repealed.

SCHEDULE I.

PUBLIC SCHOOL PROGRAMME OF STUDIES.

General.

MANNERS AND MORALS.—Throughout the whole Public School course the teacher should incidentally, from current incidents, from lessons in literature, history, etc., occasionally by anecdotes and didactic talks, and by his own example as well as by precept, seek to give instruction in moral principles and practices and in good manners.

The following outline is suggested:—

Duties to oneself: purity, health, nobility, self-control, self-reliance, generosity, truthfulness, good taste in dress, cultivation of will power, economy, moral value of work, etc.

Duties in school to teachers and fellow pupils: Obedience, punctuality, neatness, order, etc.

Duties in the home: Respect for parents, consideration for brothers and sisters, the weak, the aged, etc.

Duties to the lower animals: Kindness, etc.

Duties to the people generally: Honesty, courtesy, charity, toleration, justice, etc.

Duties to our country: Patriotism, courage, honor, obedience to law, etc.

Manners: Proper conduct at home, at school, on the street, and in public places, at social gatherings, etc.

READING AND LITERATURE.—In both Reading and Literature throughout the course, the objects are intelligent and intelligible natural reading and the creation of a taste for the best kinds of books. But, in the Reading class the main object is the former; and, in the Literature class, the latter. Silent reading should receive attention as well as oral reading, the results of both being tested by questions or by oral or written reproduction. In Literature, the books should be chiefly narrative and descriptive, being obtained from the School or Public Library or provided by the Board or the pupils themselves, as may be determined by the Board. Even when a supply of suitable books is obtainable, the teacher, in the lower classes in particular should read to the pupils or give them in his own words much of the best literature. From the first also the pupils should be required to memorize and recite choice selections, not merely to cultivate the verbal memory but to learn to appreciate beauty of thought and expression and to store the mind with literature that will enrich their lives.

COMPOSITION.—Throughout the courses, oral and written composition should be correlated with all the other subjects. In the lower forms, the material of the Nature-study, in particular, should afford a basis for oral language lessons. The stories or myths told or read to the pupils should be reproduced by them orally. Pictures may also be used to stimulate their imagination and to train them, by conversation, in easy and correct oral expression of thought and feeling. The written language lessons involve all implied in the oral work, with the addition of training in the mechanism of written expression.

WRITING.—Until the proper formation of letters and figures is thoroughly learned, instruction in writing should be correlated with that in Reading and Arithmetic, and thereafter the character of all the written exercises should receive close attention, with due emphasis upon the attitude of the body and the position of the pen and paper.

ART.—As means of expression, the Art subjects should be connected closely with nature work, constructive work, history, and literature. Many pictures should be used in the lower classes, and each subject should be illustrated with the child's free expression. As in writing, special attention should be given to the attitude of the body and the position of the paper and the pencil, etc.

CONSTRUCTIVE WORK.—The object of constructive work is mental development and physical control. The making of things should be subsidiary to the thought processes involved, and the exercises should sustain the child's interest, and take advantage of his natural desire to construct. Constructive work should make the ability to do a part of the knowing, and

should incorporate knowledge into habit and theory with practice. The amount of work accomplished is unimportant in comparison with the mastery of correct methods and the formation of good habits. Every opportunity should be given the pupils to modify given type models or to design new ones, and in the lower grades to rearrange given units or create new combinations. All of the work should have in it the elements of beauty in construction, in proportion, and in decoration. Though we may not be able to add to the quantity or the variety of the material, we can modify its form and we can arrange it in new combinations. The making of new forms and combinations, the giving of definite expression to ideas and mental images, the rendering of the inner outer, is the great Froebelian doctrine of creativeness.

NATURE STUDY.—From the character of the subject the course must be more or less elastic, and the topics detailed in the programme are intended to be suggestive rather than prescriptive. It may be that, owing to local conditions, topics not named are amongst the best that can be used, but all substitutions and changes shall be made a subject of consultation with the Inspector. The treatment of the subject must always be suited to the age and experience of the pupils, and to the seasons of the year, accessibility of materials, etc. Notes shall not be dictated by the teacher. Mere information, whether from book, written note or even the teacher, is not Nature-study. The acquisition of knowledge must be made secondary to awakening and maintaining the pupil's interest in nature and to training him to habits of observation and investigation. Books for reference and supplementary reading should, however, be provided in the school library. Some valuable publications on the subject of Nature-Study, for the teacher's use, may be obtained free on application to the Department of Agriculture, Toronto.

PHYSICAL CULTURE.—A systematic and well-developed course of physical exercises, both free and with apparatus, should be taken up in each of the subdivisions. While dependent to some extent upon the accommodations and the equipment, the exercises should always be suitable in character and frequency to the age and physical condition of individual pupils. The main object of the course is the symmetrical development of the body, securing at the same time strength and grace, with correct and prompt obedience to the will. The unconstrained but suitable position of the pupils in walking and in their seats and on the floor should also receive due attention. Prevailing defects should be studied and exercises given to correct them. School games and sports should be systematically encouraged. Free play under the direction of the teacher is indispensable, especially in the lower forms.

MUSIC.—Singing should be taken up in all the forms. The fact that it is one means of self-expression should be kept in view, and the songs first learned should be those that the pupil can readily appropriate to himself. In the first form, accordingly, the methods and material of the Kindergarten should be continued. The course should begin with rote-songs, easy notation being introduced towards the close of Form II. and continued throughout according to the age of the pupil and the competency of the teacher. Form III., however, represents the transitional period from the emotional and natural uses of music to its more formal presentation. This stage brings a definite change from ear to eye, from rote to sight-singing, to the recognition in their printed forms of impressions of pitch and rhythm acquired in the earlier stages.

NOTE.—After consultation with the Inspector, suitable books in the different departments of school work should be selected for the library from the *Catalogue of Books Recommended for Public School Libraries*.

Form 1.

READING.—Intelligent and intelligible natural reading. First Readers, Parts I. and II. Phonic Readers. Supplementary reading books and selections of corresponding grade. Analysis and synthesis of words by sound and by letter. Exercises in breathing, articulation, and vocalization.

SPELLING.—Transcription; dictation and oral spelling of phonic words; dictation of selected sentences. Careful attention to spelling in all written work.

LITERATURE.—Myths, fairy stories, and fables; stories and poems illustrating nature study lessons, and appropriate to the time of the year and to the various school holidays; learning and reciting of literary gems.

COMPOSITION.—Oral and written statements in connection with form and color study, nature study, etc.; oral and written reproduction of stories told or read; description of actions, events, etc., within the pupil's experience or knowledge; transcription from readers with attention to capitals, spelling, and punctuation; correction of common errors in conversation.

HISTORY.—Stories of primitive people: Abraham and Isaac, Jacob and his sons, the bondage in Egypt; the Ancient Britons; the North American Indians and Eskimos, their mode of life, their occupations and customs; special reference to the Indian tribes inhabiting the school localities. Stories relating to our public school-holidays.

GEOGRAPHY.—Observation of particular forms of land and water, as hills, valleys, ravines, streams, ponds, etc., in the neighborhood of the school; location of objects observed; general notion of position and direction; activities of home and vicinity, the farm, the shops, the factories, things brought to market, food, milk, water supply, shelter and clothing, rail and other roads, water-ways; systematic trips to places of geographical interest near the school; observation of the progress of the sun from sunrise to sunset; observation of position and appearance of the moon, the "Great Bear"; clouds, appearance, motions; rain, snow, hail, etc.; stories of child-life in other lands with illustrations.

NOTE.—In its early stages geography should be but a phase of the observational work in nature study.

ARITHMETIC.—Numerical relations based upon grouping and separating objects and quantities; measuring in connection with objective work; common units of measurement within the child's experience, as inch, foot, yard, square inch, pint, quart, gallon, peck, cent, dollar, ounce, pound, day, week, month, year, to be learned in practice; addition and subtraction of small numbers; systematic numbering to 1,000's. Accuracy, rapidity and neatness of work should be kept in view.

NOTE.—The need to use numbers will frequently arise in the nature work and other exercises of the class room. The required numerical relations should then be made definite. In this way, with or without figures, many of the analyses and syntheses of the numbers as far as ten will be learned practically. At each stage arithmetical problems should be made to grow out of and be connected with the child's experience.

WRITING.—Special attention to the proper position at the desk, of body and of pen and paper; words and letters as taught in the reading lessons, and figures and numbers as taught in the arithmetic lessons, on paper at the desk under the direct supervision of the teacher; lightness of stroke and freedom of movement, with easy movement exercises from the first, similar to the letter and figure forms, at the desk and at the blackboard.

ART.—Freehand expression with pencil, pen, crayon, and water-color.
Six standard colors.

Blackboard and pencil drawing (free movement).—Simple natural objects and other objects in which children are interested, as toys, dolls, etc.

Water colors or colored crayons.—Simple grasses, leaves, sprays, flowers, fruits, birds, pet animals, etc., studied in nature work.

Color, pencil, or ink illustrations of stories; study of pictures.

CONSTRUCTIVE WORK.—Paper cutting and folding in elementary geometric patterns, coloring and grouping of these as bases of design; this work to be connected with drawing and modelling in clay.

Making of objects, as picture frame, window, envelope, etc.

Basket and raffia work.

CLAY MODELLING.—Natural objects, as orange, apple, onion, tomato, potato, egg, simple leaf.

Common objects, as box, bird's house, small loaf of bread, cup (without handle) and saucer, flower pot and saucer, basket, tea set and tray.

NOTE.—In the above, all modelling should be done from the actual object, as many being provided as will enable each child to make a thorough examination.

Free modelling.

NOTE 1.—Under this head the children should make what they wish, and should be encouraged to invent forms and patterns for themselves.

NOTE 2.—Clay modelling should be so treated as to become an aid to conception of form. It should also be correlated with nature study.

PHYSIOLOGY AND HYGIENE.—General observations of the body. Simple lessons on the hair, teeth, skin and nails, and on the care of the organs of the senses. Very simple lessons on eating, drinking, breathing, sleeping, and cleanliness for the purpose of forming good habits.

NOTE.—Physiology and Hygiene should, as far as possible, be made a phase of the observational work in Nature Study.

NATURE STUDY.—Animal life: General appearance and habits of pet animals, their care and food; domestic animals on the farm, their care, habits and uses; birds, their nesting, song, food, migrations in the autumn; metamorphosis of a few conspicuous butterflies or moths.

Plant Life: Work in school garden or in window-boxes; study of a plant, as a geranium or pansy, from slip or seed to flower; caring for plants in pots; buds, their preparation for winter, their development; autumn leaves, collections, forms, tints; economic fruits, collection, forms how stored for winter, fruit as seed holders, dissemination of seeds; roots and stems, uses, comparison of fleshy forms, how stored for winter.

Life on the Farm: Harvesting, primitive and modern methods compared; preparation for winter; the barn and its uses; activities of the farm during winter; winter sports and social life on the farm; the varied operations of spring time; spring time as awakening to new life; effects of sun and moisture on the soil.

Form II.

READING.—Intelligent and intelligible natural reading. Second Reader. Supplementary reading. Phonic Drill. Use of the dictionary begun. Exercises in breathing, articulation, and vocalization.

SPELLING.—Oral spelling, easy words in common use, careful attention to spelling in all written exercises; dictation of assigned passages in readers; difficult words and phrases taught from the blackboard.

LITERATURE.—Literature suited to the interest and capacity of pupils; learning and reciting of literary gems.

COMPOSITION.—Application of the terms, sentence and paragraph, in connection with reading lessons and written exercises. Oral and written compositions on topics connected with nature work, geography, history, etc.; reproduction of stories told or read; narration of personal experiences; description of familiar places, objects, or pictures; simple letter writing; attention to the correctness of English in conversation and in all oral and written exercises; proper use of common punctuation marks, capitals, abbreviations, simple uses of the apostrophe.

HISTORY.—Classical myths and stories: Bible stories; stories connected with pioneer life, especially in the district in which the school is located; biographical sketches of early discoverers and early explorers.

NOTE.—For Bible stories, the following are suggested: Moses, Joshua, Samuel, Saul, David, Solomon; and for the other biographies: the Cabots, Cartier, Champlain, Brebeuf, Lalemant, La Salle, Frontenac, Fraser, Thompson, Henry, Iberville, Cook, Vancouver, Mackenzie, Selkirk, the Norsemen, Columbus, Magellan, Cortes, De Soto, Gilbert, Raleigh.

GEOGRAPHY.—Continued observation of local land and water forms. Observation of highest points in the neighborhood, the chief slopes, hills, valleys, divides, etc. Special study of a brook, creek, or river, to see origin, direction, size, work of draining, eroding, carrying, plant and animal life along banks, etc. Representation by drawing and modelling of typical surface features actually observed by pupil. The earth as a whole: Form, size, rotation, cause of day and night; sources of heat and light. Introduction to globe and map of the world. Surface: Continents, islands, oceans. Local commerce: Articles of exchange, collecting and distributing centres, water supply and sources of food in urban centres, means of transportation, routes. Observation of weather: Winds, direction, force; clouds; rainfall; frost; changes of season; characteristic features of each season; systematic weather records; general notions of climate; record of moon's phases, with drawings of their appearance. People of the locality, nationalities, appearance, original homes, etc.; child life in other lands. Location of any places of historical interest in the neighborhood.

ARITHMETIC.—The grouping and separating of numbers continued; mental arithmetic; addition, subtraction, multiplication, division. Relation of wholes to parts and parts to wholes; measurements continued; use of arithmetical signs and fractional forms in expressing simple relations; notation and numeration to 1,000,000's; Roman notation to one hundred. Accuracy, rapidity and neatness of work should be kept in view.

WRITING.—Correct position and penholding. Movement exercises. Small letters and capitals. Spacing and joining. Copybooks, or graded exercises prepared by the teacher.

ART.—Study of color continued. Color and freehand expression.

Free drawing of plants and other common objects; pencil sketches of common objects.

Water colors: Fall flowers and leaves with brilliant autumn tints; butterflies and other insects; live or mounted birds; fish, etc.

Memory, imaginative, and illustrative drawing.

Study of pictures.

CONSTRUCTIVE WORK.—Work of Form I. continued. Paper cutting for simple patterns and designs. Ruling in geometric forms and coloring these. Simple cardboard and paper construction, as wall-box, chair, trav. etc. Ornamentation of constructed objects by coloring and drawing. Modification of models; original work. Basket and raffia work.

CLAY MODELLING.—Natural forms: Apple, beet, banana, leaf, apple and twig, etc.

Common objects: Cup with handle and saucer, flower pot, bat, piece of coal, etc.

Free modelling.

NEEDLEWORK.—Simple stitches; sewing on buttons and hooks; simple mending.

PHYSIOLOGY AND HYGIENE.—Course in Form I. continued. Simple lessons on digestion, exercise, cleanliness, and ventilation. Lessons on the organs of the body, that can be taught by the Nature Study Method. General effects of tea, coffee, alcohol, and tobacco.

NATURE STUDY.—Course of Form I. continued. Animal life: Life history and habits of domestic animals and of familiar wild animals, as the squirrel, chipmunk, robin, crow; earth-worm, habits, structure, uses; toad, habits, structure, uses; observation of live insects and their activities, comparison of young and adult stages.

Plant Life: Co-operative and individual work in school garden; cultivation of plants in pots with observation of the development of leaves and flowers; parts of leaves and flowers; change of flower to fruit and of fruit to seed; functions of the parts of flowers; the forms and uses of trees; activities connected with forestry and lumbering, with study of pioneer life and present conditions on the prairie.

Observation of farm, garden, and household operations.

Form III.

READING.—Intelligent and intelligible natural reading; Third Reader. Supplementary reading. Use of the dictionary taught and practised. Exercises in breathing, articulation, and vocalization.

SPELLING.—Careful attention to spelling in all written exercises, particularly in composition. Words in common use. Dictation of passages selected from readers, the spelling book, and other books.

LITERATURE.—Books suited to the capacity of the pupils; learning and reciting of suitable selections in both prose and poetry.

COMPOSITION.—Course for Form II. continued. Narrative, descriptive, and epistolary composition of several paragraphs. Punctuation. Business forms, such as bills, receipts, orders, due bills. Attention to correctness of English in conversation and in all the school exercises. Language lessons on the following topics: The simple sentence; subject and predicate; the assertive, interrogative, imperative, and exclamatory forms of sentences; gender, case, and number forms; direct and indirect narration.

HISTORY.—The course of Form II. continued. Biographical sketches of persons famous in history. Short connected stories of the early history of Canada till the capture of Quebec (1759). Short stories of the early history of Britain till the Norman conquest. Biblical stories; the rise and fall of the Kingdom of Israel. A simple account of the municipal form of government in the locality.

NOTE.—In Biography the following are suggested: Cyrus, Constantine, Mohammed, Galileo, King Alfred, William the Conqueror, Thomas à Becket, Stephen Langton, Simon de Montford, Chaucer, the Black Prince, Wycliffe, Joan of Arc, the Kingmaker, Caxton, Mary Queen of Scots; Brant, Brock, Tecumseh, Laura Secord.

GEOGRAPHY.—The Course of Form II. continued. An elementary course defined as follows:

The earth as a whole.—The earth in space: Observation of phases of the moon; relation of the earth and moon to each other; rotation of the earth, direction, time and rate, effects; revolution of the earth, path, direction, time and effects; general observation of stars; difference between fixed

stars and planets; observation of position of north star. Necessity and use of imaginary lines; great and small circles, latitude and longitude, elementary notions only. Relief: world slopes. Drainage: world water partings, world basins, world river system; heat belts, light belts. Continents: locations, relief, drainage, and coast line of each continent. Local, physical, and political geography: relation of township, town or city to county, of county to province, of province to country, position of country in continent. Observation and description of the occupations of men and of local industries, emphasizing those that are typical. Collection of pictures, sketches, materials, and products. Dependence of local industries and commerce on soil, climate and other local physical conditions; and consequent localization of settlement, routes of travel, mills, villages, towns, and cities.

North America.—Location and surroundings, form, coast line, relief, drainage, climate, political divisions; special conditions which determine and affect various industries, as agriculture, grazing, lumbering, mining, hunting, manufacturing; comparison of representative sections with reference to vegetable and animal life, and social conditions and progress of peoples; comparison of typical commercial centres, noting the sources of their wealth and power; the relation of climate to labor and production; water power; methods and routes of distribution and transportation.

Canada.—Study of the Dominion as a whole and in sections, with more particular study of Ontario.

ARITHMETIC.—Notation and numeration reviewed and continued. Practice to secure accuracy and a reasonable degree of rapidity in fundamental operations. Cancellation. Application of fundamental processes to problems of daily life. Standard units and tables, including metric system. Easy problems in measurements. Reduction processes and compound rules. Relation of parts to wholes and wholes to parts continued; simple fractions; decimals in connection with money and units of metric system. Mental arithmetic. Accuracy, rapidity, and neatness of work should be kept in view.

WRITING.—Course of Form II. continued. Copy-books, or graded exercises prepared by the teacher. Business papers.

ART.—Drawing of plants, insects, etc, in any appropriate medium.

Arrangement in spaces, applications in borders, surface patterns and rosettes in color, applied as far as possible in connection with constructive work.

Relative positions of views of geometrical figures in thin cardboard; simple geometrical problems. Study and drawing of details of Greek ornament and vase.

Water color: Course of Form II. continued.

Simple landscapes from window or out-of-doors.

Study of pictures.

CONSTRUCTIVE WORK.—Cardboard construction and ornamentation continued. Whittling in wood with a knife.

Basket and raffia work.

NEEDLEWORK.—Plain hemming and back-stitching; making buttonholes; fine mending.

PHYSIOLOGY AND HYGIENE.—The Course of Form II. continued, with more special study of the growth, waste, and renewal of the body, and the effects of narcotics and stimulants on the various processes.

NATURE STUDY.—Course of Form II. continued.

Animal Life: Adaptation of different kinds of animals to their respective habits and surroundings; birds, life history of types, habits of wild fowl in different seasons; fish, forms and uses of different parts of the body, food and how obtained; life histories of moths, butterflies, beetles and grass-

hoppers; useful insects, as ladybird and dragon fly; harmful insects; Nature's insecticides.

Plant Life: Germination of seeds under controllable conditions and in the school garden and window boxes; opening of buds; study of the forms and functions of the parts of plants, and comparison of these forms and functions in different plants; observation of the culture of farm and garden crops and of orchard and shade trees; the observing and the distinguishing of the common forest trees.

Different kinds of soil, as sand, gravel, loam, leaf-mould and clay; experiments to ascertain how soils are composed, whether of mineral or of decayed organic material, and which best retains water. Additional phenomena of spring in the vicinity of the school, cause of snow melting, ice floating, etc.; how nature prepares the soil for growth of plants. Distinction, between hard and soft, pure and impure water; tests and methods of purification of water.

Sources of Heat: Experiments to show the effects of heat in the expansion of solids, liquids and gases; practical applications. Temperature; thermometer, construction and graduation. Methods of transmission of heat, conduction, convection, and radiation; causes of winds and ocean currents; ventilation.

Form IV.

READING.—Intelligent and intelligible natural reading. Fourth Reader. Supplementary reading. Exercises in breathing, articulation, and vocalization.

SPELLING.—Careful attention to spelling in all school exercises. Simple rules for spelling. Words in common use. Dictation of passages selected from readers, spelling book, and other books.

LITERATURE.—Books suited to the interest and capacity of the pupils. Learning and reciting of suitable selections in both poetry and prose.

COMPOSITION.—Varied oral and written composition exercises in connection with all school subjects. Special attention to correctness of spelling, punctuation, use of capitals, choice and correct form of words; and to clearness, conciseness, freedom, and comprehensiveness of expression. Business papers, business and social correspondence. Topical outlines. Critical attention to correctness of English in conversation and in all school exercises.

HISTORY.—The most important events in Canadian and British history, especially during the nineteenth century. Supplementary reading containing especially interesting biographical accounts of persons famous in Canadian and British history. A brief outline of the duties of citizenship and of the provisions for civil government in Canada. The history of the locality in which the school is situated.

NOTE 1.—The chief object of the course is to arouse an interest in historical reading and to give an acquaintance with those leading points in our history which every citizen should know. The pupil now takes up the subject according to the chronological and logical sequence of events. Besides the class text book, which presents the subject in this order, supplementary reading in biography should be provided in the school library, and the public library should also be utilized. Where a suitable supply of books cannot be obtained, the teacher should read to the pupils.

NOTE 2.—In biography, the following names are suggested: Wolsey, Elizabeth, Shakespeare, Cromwell, Milton, Robert Walpole, the Pitts, Montcalm, Frederick the Great, Nelson, Wellington, Washington, Lincoln, Peel, Stephenson, Howard, Rowland Hill, Tennyson; also the following: Clive, Hastings, Lawrence, Havelock; Wolfe, Carleton, Brock, Elgin, Macdonald; Cook, Phillips; Bartle Frere, Cecil Rhodes. These names, taken in connection with those in Form III, furnish points of interest in every epoch of the history of Canada and the mother land.

ENGLISH GRAMMAR.—The sentence. Subject and predicate. The functional value of words, phrases, and clauses. Kinds of sentences. The main classes of words and the inflections and conjugations. The elementary principles of syntax. Analysis of easy sentences. Parsing.

NOTE.—Formal grammar is now introduced. This introduction should be of a simple character, suited to the as yet undeveloped logical capacity of the pupils. The subject should be taken up inductively and the results secured by examination and comparison of easy examples. The analysis and parsing should be simple and free from mechanical routine, as little technical language being used as possible, and the greatest care being taken to acquire a competent knowledge of the terms used. The inflections and conjugations should be thoroughly memorized. The principles of good English should be applied in the correction of bad English, and the subject should be correlated with both oral and written composition. At this stage, however, the application of these principles will be found to be a very limited one. It is constant use and practice under neverfailing watch and correction that makes good writers and speakers. In the earlier years of the pupils' course the application of direct authority is the most efficient corrective.

GEOGRAPHY.—Course of Form III. continued, with special attention to the commercial geography of Canada, Great Britain, and the United States. Observation of some of the more prominent constellations as the Dippers, Orion, Cassiopeia, and of planets visible in the early evening.

Climate: Distribution of light and heat; observation of sun's apparent movements through the year; light zones, how determined, names, boundaries, variations in length of day and night; isothermal lines, heat belts, general location, cause of variation from light zones, boundaries, movements; winds, cause, winds of torrid and temperate belts, land and sea breezes, peculiar winds, uses of winds; observation of the progress of storms by means of daily weather records and government weather maps; ocean currents, general character, names and location of those of chief importance; rainfall, amount, how measured, regions of great rainfall; deserts.

Eurasia: Topics similar to those relating to North America outlined in Form III.; comparison with North America.

South America, Africa, Australia, and the Continental Islands: A brief study with reference to the principal physical and political divisions, more particular attention being given to the component parts of the British Empire; resources, industries, productions; routes of travel and commerce; centres of population, conditions of the peoples.

ARITHMETIC.—Cancellation continued; measures, multiples. Fractional notation continued; vulgar and decimal fractions. Application of arithmetical processes to simple business transactions in percentage, as simple interest, commission, and insurance. Mental arithmetic. Accuracy, rapidity, and neatness of work should be kept in view.

NOTE.—The processes and problems should be such as find *direct* application in ordinary business life. Easy mensuration and the metric system (continued) may be added to this course for pupils who do not go beyond the Fourth Form. These subjects, however, will not be required at the High School Entrance Examination.

WRITING.—Course of Form III. continued. Copy-books, or graded exercises prepared by the teacher. Pupils should be taught to be self-critical in respect to legibility, beauty, and rapidity.

BOOK-KEEPING (Optional).—Single entry; day book and ledger, including personal and cash accounts. Business papers, with special attention to the mechanical details of business practice.

NOTE.—This course is intended for pupils who do not go beyond the Fourth Form.

ART.—The Course of Form III. continued.

Adaptation of natural forms to purposes of decorative design.

Freehand perspective.

Simple geometrical drawing, combination of units of design in geometric patterns, combination of scrolls and geometric units for industrial and ornamental work.

Working drawings of type forms.

Simple geometrical problems.

MANUAL TRAINING (Optional).—Use of simpler wood-working tools, as saw, chisel, plane, rule, gauge. Exercises embodied in a complete useful model, and intended to give facility in the use of these tools, as laying out and truing up pieces to dimensions; cutting grooves; making of objects easily constructed and either useful or ornamental, as rulers, keyracks, boxes, brackets, brushholders, penracks, inkstands, school apparatus, etc. Short talks on the construction of tools and on the material used.

HOUSEHOLD SCIENCE (Optional).—The home, its function, care of the house; various rooms and their uses; division of work in the care of house, preparation of food, cleaning methods, etc. Examination and study of equipment in classroom. Detailed study of methods of cooking with the object of acquiring facility of manipulation and measurement as well as a knowledge of the processes of cookery; boiling, simmering, steeping, steaming, broiling, pan-broiling, sauteing, frying, baking; each method to be illustrated by the cooking of one or more articles of food after the principles have been carefully studied. Fuels: coal, wood, gas, electricity, kerosene, alcohol, gasoline, coke; building and care of fires. Effects of heat upon common food materials, water, fresh and dried fruit, non-starchy vegetables, potatoes, legumes, breakfast cereals, flour (a study for thickening purposes only), milk, eggs, meat, fish. The composition and nutritive value of each food—a simple study only. Classification of foods.

Fruit preserving, canning, etc. Yeasts, combination and cooking of various food materials.

Planning, cooking, and serving a meal; marketing, cost; routine of work, table setting, serving; table manners.

Care of kitchen, utensils, etc.; dish washing; towels; special methods of cleaning, tin, granite, iron, brass, wood.

Laundry studies, with simple equipment. Soft and hard water, hot and cold water; soap, soda, etc., their effect upon various fabrics; preparation of clothes for laundry; removal of stains; starching and ironing.

Course of Form III. in needlework continued; cutting and making simple garments.

PHYSIOLOGY AND HYGIENE.—General observations of bones and muscles. Elementary study of the organs of circulation and respiration and their functions. Ventilation; the relation of respiration to health with special reference to disinfectants, exercise, and clothing. Vocal organs and their functions; cultivation and care of the voice. Relation of the nervous system to health and exercise. Continued study of the effects of stimulants and narcotics.

NATURE STUDY.—Course of Form III. continued. Animal life; relation of fish, birds, and wild animals to man; life histories of conspicuous and economic insects; organs and functions.

Plant life; study of organs of plants and their functions; study of economic and wild plants from seed to fruit in the school garden, home garden, farm, and forest; weeds injurious to crops and methods of destroying them; buds and twigs; wood, rings, grain, and bark, uses, etc.

Observing local minerals and rocks, their properties and uses; experiments to show composition of soils and their relation to drainage, tempera-

ture, etc.; varieties of soils adapted to different crops; fertilizers, etc. Implements and tools used on the farm and in the household, mechanical principles applied in their construction.

The atmosphere; its composition; combustion, simple experiments, study of candle flame products; changes produced in the air by respiration; reciprocal relation of plants and animals as regards the atmosphere; impurities in air.

Gravity; air and liquid pressure, the barometer. Cohesion and adhesion, the nature of these forces; phenomenon of solution and diffusion; amorphous and crystalline forms of matter. Practical use of heat, steam, and electricity in connection with the study of industries.

Form V.

READING.—Intelligent and intelligible natural reading. The principles learned incidentally. Exercises in breathing, articulation, and vocalization.

GRAMMAR.—The principles of etymology and syntax, including the logical structure of the sentence, and the inflection and classification of words. The elementary analysis of words, with the most important prefixes and suffixes and Latin and Greek root-words.

NOTE.—At first the work should be confined to a thorough review of the course prescribed for the fourth form, and the practical value of the subject in connection with English composition should be emphasized. The more reflective study should be taken up later. The use of English Grammar in teaching correct expression is, however, secondary to the insight it gives into the structure of our thinking and expression.

COMPOSITION.—Oral and written composition, chiefly narrative and descriptive. Letter writing. Oral and written reproductions or abstracts. Class debates. The systematic and careful application of the principles of good English to the correction of mistakes made by the pupils in speaking and writing. The main principles of composition (rhetoric) learned incidentally from the criticism of compositions, and systematized as the work proceeds.

LITERATURE.—Intelligent comprehension of suitable authors, both prose and poetry. Systematic oral reading in the class. Memorization and recitation of choice selections in prose and poetry.

NOTE.—(1) The object of the course is the cultivation of a taste for good literature, not by minute critical study, but by reading at home and in school, aloud and silently, with due attention to the meaning, standard works which will appeal to the interest and quicken the imagination of the pupil. Such works should be chiefly narrative, descriptive, and dramatic.

NOTE.—(2) In each of the forms three or four books (both prose and poetry) should be read each year as class-work. Part of such books should be read at home or during study periods, and reviewed in class with special reference to the more difficult passages. It is further recommended that, at the beginning of each school year, a short list be made out under a few heads of such suitable books as may be obtained in the school, public or other library, and that each pupil be required to read during the year at least one under each head, in addition to those taken up in class. The work in literature should be systematically correlated with that in oral and written composition.

HISTORY.—The leading events of the History of Canada, followed by an outline of British history. Supplementary reading and interesting biographical sketches of persons famous in Canadian and British history. The history of the locality. The elements of the civil government of Great Britain and Canada, and the duties of citizenship.

NOTE 1.—The main purpose of the course at this stage is to train the pupils to grasp the leading events in their logical order, and to arouse an interest in historical reading. As soon as practicable, a beginning should be made in appreciating the logical connection of events. Pupils should be trained to use the school, public, and other libraries for reference purposes and for supplementary reading.

NOTE 2.—The work in History should be systematically correlated with that in oral and written composition, and so much geography should be taken up as will secure intelligent comprehension of the topics dealt with.

ARITHMETIC AND MENSURATION.—*Arithmetic*—Review of principles; measures, multiples; the metric system; fractions (vulgar and decimal); contracted methods of computation; square root; percentage; commercial arithmetic, interest, discount, commission, etc. *Mental arithmetic*.

Mensuration.—The rectangle, the triangle, the parallelogram, the circle, the parallelopiped, the prism, and the cylinder.

NOTE. The processes and problems in the commercial work should be such as find direct application in ordinary business life. Accuracy, rapidity and neatness of work should be kept in view.

ALGEBRA.—Elementary work, factoring, highest common factor and lowest common multiple, easy simple equations, easy fractions.

GEOMETRY.—Definitions; fundamental geometric conceptions and principles; use of simple instruments, compasses, protractor, graded rule, set-square; measurement of lines and angles, and construction of lines and angles of given numerical magnitude; accurate construction of figures; some leading propositions in Euclidean plane geometry reached by induction as a result of the accurate construction of figures; deduction also employed as principles are received and assured.

NOTE.—The course should emphasize physical accuracy as well as accuracy of thought; exactness in drawing lines of required length, in measuring lines that are drawn, in constructing angles of given magnitude, and in measuring angles that have been constructed. Where desired, the course in Euclid (See Appendix C.), may be taken up.

GEOGRAPHY.—The building up of the earth, the modern earth, the ocean, the atmosphere, life on the earth, the heavens, commerce.

For the details of the course, see Appendix A.

NOTE.—Excursions should be made where possible and desirable, especially in connection with the study of rocks, minerals, soils and land formation of the district, and of the work of a stream, river or lake, all of which should be emphasized in due course.

ELEMENTARY SCIENCE.—An elementary course in Botany, Zoology, and Physics.

For the details of the course, see Appendix B.

NOTE 1.—The objects of the course are to train pupils in correct observation and deduction; to give, in connection with the instruction in Geography, a fair knowledge of the world around them to those who will remain at school only a year or so; and to lay the foundation for the more detailed study of each subject in the case of those who will continue the work. The spirit of the Nature Study of the lower forms should be retained, but the teacher should introduce a more systematic treatment of the subject with such organization of the material in Botany and Zoology as will lead to simple classification. The course should be correlated with Geography, Drawing, and Composition.

NOTE 2.—Under each of the sub-heads in Appendix B, full details are given of the courses. The order of the topics, however, is merely a suggested one. In Botany and Zoology, the extent and the character of the details of each topic are left to the principal and the teacher, and should be determined by the accessibility of the material and other local considerations. The course in these subjects should be practical throughout. Each pupil should possess a good lens and be taught how to use it. Approved methods of collecting and preserving botanical specimens and of keeping live animals suitable for study should be systematically followed. An herbarium and a museum of local specimens should be provided where practicable. The pupils should be encouraged to

provide specimens from the locality. Much of the practical work, especially the observations, will necessarily be done out of doors by the pupils alone, under the direction of the teacher, or by the pupils, conducted by the teacher. The course in Physics shall be experimental as far as possible, and the pupils should be encouraged to work at home and to prepare simple apparatus. The amount of the apparatus required is at the discretion of the Public School Inspector.

NOTE 3.—Books for reference and for supplementary reading should be provided in the school library. Systematic written descriptions and drawing should be required throughout the course, and the exercises should be dated and presented for comparison and inspection, the work being systematically supervised by the teacher. In none of the science subjects shall notes be dictated by the teacher.

ART.—Course of Form IV. continued. Drawing from models in light and shade, and color. Memory drawing in both outline and shade. Simple principles of freehand perspective.

COMMERCIAL SUBJECTS.—*Book-keeping and Business Papers.* Single entry and double entry. Use of journal-day-book, cash-book, bill-book, and ledger. Receipts, promissory-notes, drafts, orders, due-bills, deposit-slips, checks, bills, invoices, accounts; indorsement and acceptance and consequent liability.

Stenography.—The theory. Dictation, transcription.

Writing.—Correct position and movement; principles of letter-formation; graceful, legible business hand, etc.

Typewriting.—Copying documents, transcription of shorthand notes, manifold, letter-press copying. Touch system recommended.

AGRICULTURE, MANUAL TRAINING, AND HOUSEHOLD SCIENCE. By direction of the Board, and with the concurrence of the inspector and with a programme and a time-table approved by him, a short course in Agriculture may be taken up, chiefly in connection with suitable topics under Geography and Elementary Science. For suggestive details, see the High School Special Lower School Course in Agriculture. Under the same conditions courses may also be provided in Manual Training and Household Science. For suggestive details, see the High School Special Lower School Courses in these subjects.

SCHEDULE II.

HIGH SCHOOL PROGRAMME OF STUDIES.

General.

MANNERS AND MORALS.—Throughout the High School course the teacher should incidentally, from current incidents, from lessons in literature, history, etc., occasionally by anecdotes and didactic talks, and by his own example as well as by precept, seek to give instruction in moral principles and practices and in good manners.

The following outline is suggested :—

Duties to oneself : Purity, health, nobility, self-control, self-reliance, generosity, truthfulness, good taste in dress, cultivation of will power, economy, moral value of work. etc.

Duties in school to teachers and to fellow pupils :—Obedience, punctuality, neatness, order, etc.

Duties in the home : Respect for parents, consideration for brothers and sisters, the weak, the aged, etc.

Duties to the lower animals : Kindness, etc.

Duties to the people generally : Honesty, courtesy, charity, toleration, justice, etc.

Duties to our country : Patriotism, courage, honor, obedience to law, etc.

Manners : Proper conduct at home, at school, on the street, and in public places, at social gatherings, etc.

PHYSICAL CULTURE.—Throughout the High School course, a systematic and well-developed course of exercises in Drill and Calisthenics, both free and with apparatus, and in Gymnastics, when practicable, should be taken up in each of the sub-divisions (See Reg. 41.) While dependent to some extent upon the accommodations and equipment, the exercises should always be suitable in character and frequency to the age and physical condition of individual pupils. The main object of the course is the symmetrical development of the body, securing at the same time strength and grace with correct and prompt obedience to the will. School games and sports should be systematically encouraged.

Lower School.

READING.—Intelligent and intelligible natural reading. The principles learned incidentally. Exercises in breathing, articulation, and vocalization.

ENGLISH GRAMMAR.—The principles of etymology and syntax, including the logical structure of the sentence and the inflection and classification of words. The elementary analysis of words, with the most important prefixes and suffixes and Latin and Greek root-words. An elementary knowledge of the formation of the sounds of the language, with their representation by means of the alphabet. An outline of the history of the development of the language.

NOTE.—The use of English Grammar in teaching correct oral and written composition, though important especially when the principles of good English can be intelligently applied, is secondary to the insight it gives into the structure of our thinking and expression. For the first year the work should be confined to a thorough review and slight extension of the course prescribed for the fourth form of the Public Schools, and the practical value of the subject in connection with English composition should be emphasized. The intensive and more reflective study should be reserved for the later years of the course.

ENGLISH COMPOSITION.—Oral and written composition, chiefly narrative and descriptive. Letter writing. Oral and written reproductions or abstracts. Class debates. The systematic and careful application of the principles of good English to the correction of mistakes made by the pupils in speaking and writing. The main principles of composition (rhetoric) learned incidentally from the criticism of the compositions, and systematized as the work proceeds.

ENGLISH LITERATURE.—Intelligent comprehension of suitable authors, both prose and poetry. Systematic oral reading in class. Memorization and recitation of choice selections in prose and poetry.

NOTE 1.—The object of the course in the Lower school is the cultivation of a taste for good literature, not by minute critical study, but by reading at home and in school, aloud and silently, with due attention to the meaning, standard authors whose words will quicken the imagination and present a strong element of interest. Such authors should be chiefly narrative, descriptive, and dramatic.

NOTE 2.—In each of the forms, three or four books (both prose and poetry) should be read each year as class work. Part of such books should be read at home or during study periods, and reviewed in class with special reference to the more difficult passages.

It is further recommended that, at the beginning of each school year, a short list be made out for each form, under a few heads, of such suitable works as may be obtained in the school, public, or other library, and that each pupil be required to read during the year at least one under each head in addition to those taken up in class. The work in Literature should be systematically correlated with that in oral and written composition.

HISTORY.—The leading events of the history of Canada, followed by an outline of British history. Supplementary reading and interesting biographical sketches of persons famous in Canadian and British history and in Greek and Roman history. The history of the locality. The elements of the civil government of Britain and Canada, and the duties of citizenship.

NOTE 1.—The main purpose of the course at this stage is to train the pupils to grasp the leading events in their logical order, and to arouse an interest in historical reading. As soon as practicable, a beginning should be made in appreciating the logical connection of events. Pupils should be trained to use the school, public, and other libraries for reference purposes and for supplementary reading.

NOTE 2.—The work in History should be systematically correlated with that in oral and written composition, and so much geography should be taken up as will secure intelligent comprehension of the topics dealt with.

ARITHMETIC AND MENSURATION.—*Arithmetic*—Review of principles; measures, multiples; the metric system; fractions (vulgar and decimal); contracted methods of computation; square root; percentage, interest, discount, commission, insurance, stock, exchange. Mental arithmetic.

Mensuration.—The rectangle, the triangle, the parallelogram, the circle, the parallelopiped, the prism, the cylinder.

NOTE.—The processes and problems in the commercial work should be such as find direct application in ordinary business life. Accuracy, rapidity, and neatness of work should be aimed at. Proofs of the more difficult formulæ in mensuration are not required. During the first year the study of Arithmetic should be an intensive one, the work of the Public Schools being thoroughly reviewed. After the first year the stress should be placed upon Algebra.

ALGEBRA.—Elementary work; factoring; highest common factor and lowest common multiple, fractions; simple equations of one, two and three unknown quantities; square root, cube root.

GEOMETRY.—Definitions; fundamental geometric conceptions and principles; use of simple instruments, compasses, protractor, graded rule, set-square; measurement of lines and angles, and construction of lines and angles of given numerical magnitude; accurate construction of figures; some leading propositions in Euclidean plane geometry, reached by induction as the result of the accurate construction of figures; deduction also employed as principles are reached and assured. The course in Euclid begun.

For the details of the course in Euclid, see Appendix C.

NOTE.—The introductory course in Practical Geometry, which is intended to be a six months' one, should emphasize physical accuracy of thought, exactness in drawing lines of required length, in measuring lines that are drawn, in constructing angles of given magnitude, and in measuring angles that have been constructed. The course in Euclid retains his common notions, regarding them from modern standpoints.

LATIN AND GREEK.—The elementary Latin book, including introductory work in the prose authors. The Greek book begun in the second year.

NOTE.—Throughout the courses in Latin and Greek, the main objects should be accuracy of knowledge of forms and syntax, accuracy of translation into idiomatic English and the ability to translate at sight. Attention should also be given to pronunciation and reading aloud, and to the consideration of Latin and Greek words as the roots of English words.

FRENCH AND GERMAN.—The elementary French and German books, including introductory work in authors.

NOTE.—The work in French should at first be wholly without a text book, for the training of the ear and tongue; grammar learned incidentally. Names of common objects, states, and actions. Memorization of suitable selections from simple poetry. Reading anecdotes, short stories, and easy descriptions, with oral drill on the material read. After three or four months the systematic study of the elementary book should be begun, the work being chiefly oral. German should be begun in the same way the second year, but with greater apportionment of time, and more rapid progress. When desired, German may be begun first, being followed by French.

GEOGRAPHY.—The building up of the earth, the modern earth, the ocean, the atmosphere, life on the earth, the heavens, commerce.

For the details of the course see Appendix A.

NOTE.—Excursions should be made where desirable, especially in connection with the study of rocks, minerals, soils, and land formation of the district, and of the work of a stream, river or lake, all of which should be emphasized in due course. Books of travel and other supplementary reading in geographical subjects should be supplied; also, when practicable, exhibits of the material and products characteristic of the countries studied. The school lantern should be used for illustration.

ELEMENTARY SCIENCE.—An elementary practical course in Botany, Zoology, Physics, and Chemistry.

For the details of the course, see Appendix B.

NOTE 1.—The objects of the course are to train pupils in correct observation and deduction, to give, in connection with the instruction in Geography, a fair knowledge of the world around them to those who will not remain at school more than a few years, and to lay the foundation for the more detailed study of each subject in the case of those who will continue the work into the higher forms. The spirit of the Nature study of the Public Schools should be retained, but the teacher should introduce a more systematic treatment of the subject, with such organization of the material as will lead to simple classification and generalization. The course should be correlated with Geography, Drawing, and Composition.

NOTE 2.—Under each of the subheads in Appendix B, full details are given of the course, which is intended to be at least a two years' one. The order of the topics, however, is merely a suggested one. In Botany and Zoology, the extent and the character of the details are left to the principal and the teacher, and should be determined by the accessibility of the material and other local conditions. The courses in these subjects shall be practical throughout. Less attention should be given to the identification of plants than has hitherto been usual, and more to morphology, physiology, and ecology. When desirable, the agricultural applications of the subject should be emphasized. Each pupil should possess a good lens, and be taught how to use it. The compound microscope should be used regularly by the teacher for illustration. Approved methods of collecting and preserving botanical specimens and of keeping live animals suitable for study should be systematically followed. Much of the practical work, especially the observations, will necessarily be done out of doors by the pupils alone, under the direction of the teacher, or by the pupils conducted by the teacher.

The course in Physics and Chemistry shall be as far as possible experimental, and the pupils should be encouraged to work at home and to prepare simple apparatus.

NOTE 3.—When practicable there should be an aquarium, and every school should have an arboretum and a herbarium. A museum consisting of specimens illustrative of the courses should also be established. The pupils should be encouraged to provide specimens from the locality.

NOTE 4.—Floras and faunas should be provided in the library; also other works of reference, and the pupils should be encouraged to use them as supplementary reading, never as text-books or as substitutes for original work. Drawing and systematic written description should be required throughout the course, and the specimens should be dated and preserved in note books for comparison and inspection, the work being systematically supervised by the teacher. In none of the Science classes shall notes be dictated by the teacher. Every pupil should keep a calendar of the dates of (a) the unfolding of buds, (b) the flowering of plants, and (c) the first appearance of birds, insects, and other animals.

Some valuable publications on the subject of Nature Study and Elementary Science may be obtained free by teachers on application to the Department of Agriculture, Toronto.

ART.—Drawing from models in light and shade and in color. Memory drawing in both outline and shade. Simple principles of freehand perspective. Inventive illustrative drawing. Ornamental design, using outline and color, and introducing practical geometry and its application to design. Orthographic projection of type-forms and common objects. Isometric projection.

NOTE.—The course is intended to be a two years' one.

COMMERCIAL SUBJECTS.—*Bookkeeping and Business Papers.* Single entry and double entry. Use of journal day book, cash book, bill book, and ledger. Receipts, promissory notes, drafts, orders, due-bills, deposit slips, checks, bills, invoices, accounts. Indorsement and acceptance, and consequent liability.

NOTE.—A minimum amount of two Double Entry sets and one Single Entry set, of about ten pages each, should be carefully worked out by each pupil in the course. Such sets should be the first work done in these sets, not copies of preliminary drafts. The course is intended to be a six months' one.

Stenography.—The theory. Dictation and transcription.

Writing.—Correct position and movement; principles of letter formation; graceful legible business hand.

Typewriting.—Copying documents, transcription of shorthand notes, manifolded, letter press copying. Touch system recommended.

Middle School.

ENGLISH COMPOSITION.—Courses of the Lower School in oral and written narration and description continued. Exposition. Letter writing. Oral and written reproduction or abstracts. Class debates. The study of models of prose writing systematically taken up towards the close of the course.

NOTE. The Debating and the Literary society should supplement the work in this subject.

ENGLISH LITERATURE.—The intelligent and appreciative study of authors, both prose and poetry, including those prescribed for pass junior matriculation into the University of Toronto. Systematic oral reading in class. Supplementary reading provided by the pupils themselves and supplied from the school and the public or other library. Memorization and recitation of choice passages from the prescribed authors.

NOTE.—At this stage, the pupils should be able to begin to appreciate literature as such. Besides works of the same character as those taken up in the Lower School, other works of a subjective character may be added. The purpose and the spirit of the author and the merits of his thoughts and style should now be moderately dealt with; his defects should not be emphasized. The chief object is still the cultivation of a taste for good literature, and the authors should be read partly in class and partly at home, both silently and aloud.

HISTORY.—*British History.* Great Britain and Canada from 1763 to 1885, with the outlines of the preceding periods of British History.

Ancient History.—General outlines of the history of Greece to the fall of Corinth, and of the history of Rome to the death of Augustus, with a brief outline of the art, literature, philosophy, and social life of the Greeks and the Romans.

The geography relating to the British and the Ancient History.

NOTE 1.—The details of the political history are not so important as the causes and the consequences of events, and the social life, literature, art, etc., of the peoples. In British, (including Canadian) history the development of our political institutions should receive special attention.

NOTE 2.—As in the Lower School the work in History should be correlated with that in oral and written composition as well as in geography. Although not prescribed for the Middle School course or for any of the examinations, it is recommended that the beginnings of civilization and of the Eastern nations be studied in outline before the periods prescribed in Ancient History are taken up. The great contemporary movements in the history of Europe should also be briefly discussed.

ALGEBRA.—The course in the Lower School reviewed and continued. Indices, surds; quadratics of one and two unknown quantities, the relation between their roots and co-efficients.

GEOMETRY.—The course in the Lower School reviewed. A selection of the leading propositions of Euclid but with modifications in method of proof. Exercises and deductions on the propositions of the syllabus, the constructions in Practical Geometry being such as naturally spring from the course in Geometry prescribed for the Middle School.

For the details of the course see Appendix C.

LATIN AND GREEK.—Course in the Lower School continued. The special study of the texts prescribed for pass junior matriculation into the University of Toronto, with sight work.

FRENCH AND GERMAN.—Course in the Lower School continued. The special study of the text prescribed for the pass junior matriculation into the University of Toronto, with sight work.

CHEMISTRY.—Course of the Lower School continued. Experimental illustration of the most important properties of Hydrogen, Chlorine, Oxygen, Sulphur, Nitrogen, Carbon, and their chief compounds, especially those of economic and industrial importance. Mixtures, solutions, chemical compounds, elements. Nomenclature. Laws of chemical combination. Combining weights, chemical formulae and equations, with easy numerical examples.

PHYSICS.—Lower School courses reviewed. An experimental course defined as follows:

Heat.—Nature and sources of heat; thermometers; maximum density of water; relation between volume and the temperature of a gas (Charles' Law); absolute temperature; change of state; latent heat, specific heat; mechanical equivalents of heat, transmission of heat; simple problems.

Electricity.—Magnetism, laws of magnetic attraction and repulsion, phenomena and theories of magnetic induction, inclination and declination of the compass; chemical effects of the electric current, electrolysis of dilute acids and metallic salts, electroplating, electrotyping; storage cells; voltmeters and principle of their use; current induction and its general laws; transformer; induction coil; direct current dynamo; telephone, motor; simple notions of potential; Ohm's Law, shunts; electrical units; astatic and tangent galvanometers; rheostat, experimental determination of current strength, resistance, electromotive force; best arrangement of electrical generators under given conditions, the joule and the watt.

Sound.—Caused by vibrations; illustration of vibrations, pendulums, rods, strings, membranes, manometric flames, plates, columns of air, propagated by waves; its velocity; determination of velocity: pitch; standard forks, acoustical $C = 512$, musical, $A = 870$; intervals; harmonic scale; diatonic scale; equally tempered scale, vibration of air in open and closed

tubes, with wave-length; resonators; nodes and loops; vibrations of strings and wires; reflection of sound.

Light.—Rectilinear propagation; image through a pin hole; beam; pencil; photometry; shadow and grease-spot photometers, reflection and scattering of light; laws of reflection; images in plane mirrors; multiple images in inclined mirrors; concave and convex mirrors; drawing images; refraction; laws and index of refraction; total reflection; path through a prism; lenses; drawing image produced by a lens; simple microscope; dispersion and color; spectrum; recomposition of white light.

Upper School.

ENGLISH COMPOSITION AND RHETORIC.—Middle School course continued. Argumentation. Course still both oral and written. Letter writing. Class debates. Critical study of prose models. The principles of rhetoric systematically studied.

NOTE.—As in the Middle School, the Debating and the Literary Society should supplement the work in this subject.

ENGLISH LITERATURE.—The intelligent and appreciative study of authors, both prose and poetry, including those prescribed for honor junior matriculation into the University of Toronto. Systematic oral reading in class. Supplementary reading provided by the pupils themselves and, as in the Lower school, from the school and the public library. Memorization and recitation of choice passages from the prescribed authors.

NOTE.—At this stage the pupil should be able to read literature still more appreciatively; but the chief object continues to be the cultivation of a taste for good literature, and critical study should be subordinated thereto.

HISTORY.—*Mediæval and Modern History*.—A brief outline.

British History.—From the Discovery of America to 1763.

For the details of the courses in Mediæval and Modern History, see Appendix D.

NOTE.—The subject should be dealt with as in the Middle School, but here, in particular, the comparative method should also be employed as far as practicable. The continuous history of Great Britain and Ireland and of the colonies should be taken up concurrently with that of the other European States. It is recommended that in connection with English composition, each pupil should select one or more topics to which he will devote special attention, utilizing for the purpose the books of reference available in the school, public, and other libraries.

ALGEBRA.—Work of Middle School continued. Theory of divisors, ratio, proportion and variation, progressions, scales of notation, permutations and combinations, binomial theorem, interest forms, annuities, and sinking funds.

GEOMETRY.—The course in Geometry of the Middle School reviewed and continued. An introductory course in Co-ordinate Geometry of the point, the straight line, and the circle.

For the details of the course, see Appendix C.

TRIGONOMETRY.—Trigonometrical ratios with their relations to one another; sines, etc., of the sum and difference of angles with deduced formulæ. Use of Logarithms. Solution of triangles. Expression for the area of triangles. Radii of circumscribed, inscribed, and escribed circles.

LATIN AND GREEK.—Course of the Middle School in grammar and composition continued. The special study of the authors prescribed for honors at matriculation into the University of Toronto, with sight work.

FRENCH AND GERMAN.—Course of the Middle School in grammar and composition continued. The special study of the authors prescribed for honors at matriculation into the University of Toronto, with sight work.

PHYSICS.—An experimental course defined as follows :—

Mechanics.—Measurement of velocity ; uniformly accelerated rectilinear motion ; metric units of force, work, energy, and power ; equilibrium of forces acting at a point ; triangle, parallelogram, and polygon of forces, parallel forces : principle of moments ; centre of gravity ; laws of friction ; numerical examples.

Hydrostatics.—Fluid pressure at a point ; pressure on a horizontal plane ; pressure on an inclined plane ; resultant vertical pressure, and resultant horizontal pressure, when fluid is under air pressure and when not ; transmission of pressure ; Bramah's press ; equilibrium of liquids of unequal density in a bent tube ; the barometer ; air pump ; water pump, common and force ; siphon.

NOTE.—The course in Electricity for the honor junior matriculation into the University of Toronto is included in the Middle School course. Special class provision may, however, be made for the subject in the Upper School.

CHEMISTRY AND MINERALOGY.—An experimental course defined as follows :—

Chemistry.—Chemical theory of the Lower School reviewed and continued. Chemical and physical reactions, rates of reactions, reversible reactions, chemical equilibrium. The practical study of the following elements, with their most characteristic compounds, having regard to Mendelejeff's classification of the elements, and some of the most important economic and industrial applications : Hydrogen, Sodium, Potassium, Magnesium, Zinc, Calcium, Strontium, Barium, Boron, Aluminum, Carbon, Silicon, Tin, Lead, Nitrogen, Phosphorus, Arsenic, Antimony, Bismuth, Oxygen, Sulphur, Fluorine, Chlorine, Bromine, Iodine, Manganese, Iron, Copper, Nickel.

Mineralogy.—General chemical composition of the earth's crust. Meaning of term mineral : crystalline state of matter ; physical character of minerals, hardness, streak, lustre, specific gravity, studied from actual specimens. Meaning of terms, rock, ore. The rock-forming minerals, Calcite, Quartz, Orthoclase, Plagioclase, Muscovite, Biotite, Hornblende, Pyroxene, Olivine, studied from hand specimens. Examination of hand specimens of the following rocks :—Igneous—Granite, Syenite, Diorite, Gabbro, Diabase, Basalt Aqueous—Sandstone, Conglomerate, Shale, Limestone. Metamorphic—Marble, Gneiss, Slate, Schists. Veins—kinds, how formed, how filled.

Determination with the aid of simple mineral tables of the following : Magnetite, Hematite, Pyrite, Galena, Gypsum, Halite, Graphite, Mispickel, Pyrolusite, Stibnite, Zinc blende, Chalcopyrite. Occurrence of gold, silver, coal. Chief deposits of economic minerals in Canada.

NOTE 1.—The Lower School course in Geology (under Geography) should be reviewed in connection with the study of the minerals.

NOTE 2.—Many of the minerals in the above list can be found in any well developed gravel pit, a stone pile, or the glacial boulders scattered widely over Ontario. Pupils should be required to make excursions in the neighborhood of the school for the purpose of obtaining them and observing the geological formations.

NOTE 3.—The determination of the minerals shall be made by observation of their physical properties and by means of the blow-pipe.

BIOLOGY.—*Zoology.*—The practical study of the external form and of the prepared skeleton of the various types prescribed. Prepared dissections and, where necessary, models shall be used to convey an elementary knowledge of the internal structure of the types. The pupil must sketch such preparations to ensure his careful study of them.

The Fish : Any one of the common fresh water fishes of Ontario ; special attention to the organs of locomotion, circulation, respiration. As several species are easily obtainable, this class may be employed for studying the principles of zoological nomenclature.

The Frog : Comparison with the fish as to the organs above mentioned. Observation of the development of the spawn of one or more Amphibia.

The Reptile : A turtle and a snake. Comparison of both with a lizard.

The Bird : Special attention to the plumage, the bill and feet, and of the modifications of the skeletal, muscular, and respiratory systems in connection with aerial life. Study of birds in relation to agriculture.

The Mammal : Characters of the chief domesticated and wild mammals of Ontario, as well as the main facts of internal structure of one of the smaller forms (*e. g.* the rabbit). Comparison of the teeth and feet of the pig, horse, sheep, rabbit, dog, mole, bat.

The crayfish as a type of the arthropods. Comparison of the external form of the crayfish with that of an insect (*e. g.* grass hopper, cricket, cockroach), also with that of a millipede and a spider. Insects injurious to vegetation ; the methods of combatting their attacks.

Unsegmented and segmented worms.

Fresh-water mussel and snail.

A fresh-water unicellular animal, such as an Amoeba or Paramecium.

The natural habits of the various animals studied.

A general view of classification based upon comparison of the types studied.

NOTE.—When preferred, dissection of types may be substituted for the use of models and prepared specimens.

Botany.—The practical study of representatives of the flowering plants of the locality in which the school is situated, and representatives of the chief sub-divisions of cryptogams, such as a fern, a lycopod, a horsetail, a liver-wort, a moss, a lichen, a mushroom and a chara with a general view of classification. An elementary knowledge of the microscopic structure of the bean and the maize. Drawings and descriptions of parts of plants, and classification. Comparison of different organs, morphology of root, stem, leaves, hair, parts of the flower ; reproduction of flowering plants, pollination, fertilization and the nature of fruits and seeds. Laboratory course in plant physiology, with studies of protoplasm, osmosis, absorption of food material ; culture fluids, transpiration, digestion, respiration, growth, and movement. Common economic fungi (a collection to be made) with further study of fungous diseases.

NOTE.—A Museum is a necessary adjunct of the study of Biology. See note (3) under Elementary science of the Lower School.

Special Lower School Courses.

NOTE.—The following courses are to be taken up only when the staff, the equipment, and the accommodations are adequate.

Principals and School Boards may modify the details to suit the requirements of their localities, subject to the approval of the Minister of Education. See Reg. 39 (3) and (6).

I. COMMERCIAL SUBJECTS.

First Course.

BOOK-KEEPING.—Single entry and double entry. Use of journal, day book, cash book, bill book and ledger, the first two as books of original entry, and cash books with special columns for merchandise on the debtor side and for expenses on the creditor side ; transactions, including discounts and renewals of notes and drafts, trade discounts, deposits in banks and the use of checks ; changing from single entry to double entry, and from double entry to single entry ; sets in simple partnership ; statements of assets and liabilities and of profit and loss.

BUSINESS PAPERS.—Receipts, promissory notes, chattel notes, drafts, bills, invoices, credit invoices, accounts, monthly statements, financial statements, indorsement and acceptance and consequent liability.

PENMANSHIP.—Correct position and movement ; principles of letter formation ; graceful, legible business hand ; ledger headings ; figures ; letter writing ; addressing envelopes and parcels.

TYPEWRITING.—Copying documents, transcription of shorthand notes, tabular work, manifolding, letter press copying. Touch system recommended.

STENOGRAPHY.—The theory. Dictation and transcription.

Second Course.

BOOK-KEEPING.—Single entry and double entry, and changing from one system to the other. Use of journal day book, invoice book, sales book, cash book, bill book and ledger, the first five as books of original entry ; use of journal and cash book with various special columns ; manufacturing, using time sheet and pay roll ; commission business, shipments, consignments ; banking, including deposits, withdrawals, discounts, collections ; partnership and the sharing of profits and losses by various methods ; practical treatment of freight, duties, discount, bank and bad debts accounts ; division of merchandise and expense accounts into various departments. Financial statements ; assets and liabilities, profit and loss, trading account, income and expenditure, receipts and disbursements, comparative statements.

BUSINESS AND BUSINESS LAWS.—Forms of the first year, together with deposit receipts, warehouse receipts, lien notes, shipping bills, bills of lading, proxies, power of attorneys, time sheets, pay rolls, bank pass books, account sales.

Negotiable paper ; discharge, dishonor and protest ; negotiability and assignability ; accommodation paper ; statute of limitations ; statute of frauds ; money ; interest ; banking organization ; business, note issue ; partnership ; crossed checks ; collections of accounts ; balance of trade, meaning and effect on exchange ; liability as partners and shareholders ; contracts—kinds, legality, parties, consideration ; insurance, kinds of policies, duties of the insured ; chattel mortgages and mortgages on real estate, definition, registration, limitation, assignment, discharge ; searching the title of lands.

WRITING.—Course of the first year continued ; acquisition of speed ; marking boxes, barrels, etc.

STENOGRAPHY.—Course of the first year continued. Speed of 60, 80 and 100 words per minute ; transcription at the rate of 15 words per minute should be attained.

TYPEWRITING.—Copying documents, transcription of shorthand notes, tabular work, manifolded, letter press copying. Touch system recommended.

NOTE.—The commercial subjects, as outlined above, are intended to cover two years' work, with a minimum of a general education. If a good course is taken in English, mathematics, and science, with one or more of the languages added, the work should extend over three years.

Special provision may be made for commercial French and German, and Geography.

II. AGRICULTURE.

REQUIREMENTS.—1. *Experimental plots*; 2. *School garden*; 3. *Arboretum*; 4. *Science laboratory*.

First Course.

1. THE SOIL.—Kinds of soil; heavy and light; warm and cold, sandy, clay, loamy, and humus; glacial, alluvial, marsh and residual characteristics of each, and the way each is formed. Local excursions for the study of soils.

SOIL WATER.—Uses of water in the soil; water capacity of different soils; capillarity and its importance; percolation of rain water; conservation of soil moisture and methods of conserving moisture; drainage and importance of removal of stagnant water.

FOOD MATERIALS IN THE SOIL.—How Roots absorb; osmosis; relation of air to soil; need of air to roots; experiments in laboratory and in the plots.

2. THE PLANT.—The parts of the plant and their relations to the soil; light, and air; functions of the root, stem and leaf; germination of seeds of the common garden and farm plants, and the growth of the seedlings, propagation of plants by seeds, budding and grafting; fruits and seeds; weeds and weed-seeds.

How plants feed; air and soil food materials; photosynthesis; storage of plant food in various farm plants; annuals, biennials, and perennials of the farm.

The making and keeping of a garden; selection of seed and planting in experimental plots.

Second Course.

1. THE SOIL.—The First Course continued; Analysis of soils; the peculiar soil-properties which affect plant growth. Texture, coarse, open, loose, fine, hard, compact, stiff, mellow, porous, lumpy, rententive, leachy, etc. Tillage, different methods for different soils and climate; improvement of soils. Plant food in the soil; rotation of crops and the food requirements of each crop; systems of rotation; underdrainage; bacteria in the soil.

2. THE PLANT.—The First Course continued. The botany of the crops of the farm; the uses of the different crops; how harvested; how planted; good and poor seed and importance of selection of good seed; grasses and forage crops, their value and identification; vegetable crops; plant diseases. Forestry on the farm, and the common trees and shrubs; leguminous crops and their special value.

3. THE ANIMAL.—Resemblances and differences between plants and animals; physiology of animals; feeding and digestion; rations; breeds; poultry; excursions to stock farms in vicinity; care of animals, ventilation of stables; bacterial diseases.

III. MANUAL TRAINING.

No detailed course of study is prescribed. The following prescription of the character of the work should, however, be followed:—

1. **MODELS.**—In drawing up a set of models, exercises, or projects for any school, attention should be given to the following points:—

(1) The course should be suitable to the district and should have special reference to its occupations and industries.

(2) The models should be graduated in order of the difficulty of the tool operations necessary for their completion.

(3) Due provision should be made to allow of the expression of the individual thought of the student.

(4) The work should have a close and intimate relation to the general work of the school.

(5) When formulated, the course should not be regarded as fixed and final; but, from time to time, such changes should be made as greater experience and knowledge may render advisable.

(6) Each exercise should be capable of being performed wholly by the student, and the teacher should never apply a cutting tool to the model on which the boy is actually at work.

(7) The form and proportion of each model should be carefully studied, attention being paid to grace and beauty as well as utility.

(8) The course should be based upon exercises and not upon models. This will lead to variety, and the pupil may make any model he chooses provided it contain the exercises the teacher wishes him to learn.

2. **WORKING DRAWINGS.**—Particular attention should be paid to the preparation of working drawings by the pupil. These should be either full size or on a fairly large scale. Orthographic projections and isometric views should be used, and an exercise should not be commenced unless a fully dimensioned drawing has been made or is being made concurrently with the bench work. Correctly dimensioned drawings of various objects, of which the students themselves should take the measurements; freehand dimension sketches, to be afterwards transferred into working drawings, afford useful practice. Freehand sketching should also be used in making drawings of leaves, tree sections, tools, etc., and in completing curved portions of working drawings. In the more advanced classes, tracings and blue prints should be made.

A course in mechanical drawing should not be entirely restricted to the shop work exercises, as their natural order and sequence will not provide sufficient variety for the range of work necessary to give a grasp of the subject and its application to industrial pursuits. Practice should be given in the reading of drawings until they can be interpreted with accuracy and facility. Work in drawing must be done from the object. Great attention should be paid to lettering and dimensioning. The cultivation of the art of sketching an idea rapidly, to be afterwards worked out, will prove of immense benefit. Each pupil should use a note book; and the use, care, and adjustment of the various instruments should be carefully taught.

3. **MATERIALS.**—Clear ideas should be acquired respecting the materials used, *e. g.*:—The growth, structure and uses of different varieties of timber; its felling, seasoning, and conversion; warping, twisting, and checking, how caused and how counteracted; the nature and uses of the common iron ores; important iron and steel processes, etc. Various methods of finishing should be shown.

4. **WORK IN WOOD AND METAL.**—The practical work in wood or metal should consist of a series of models or exercises carefully graduated so as to

teach the fundamental processes employed in working from the rough material to the finished product. The proper use of nails and screws should be explained and practised, and the various methods of jointing used in constructive work. Models need not be confined to one material; combinations of wood and metal even in the same model often afford useful exercises. While the expression of the individual thought of the pupil may show itself in the formation of useful articles, it is not intended that the Manual Training room be turned into a workshop for the manufacture of school apparatus.

5. **CONSTRUCTION AND USE OF TOOLS.**—The construction and mode of use of the tools employed should be shown, and demonstrations illustrating the proper methods of sharpening and keeping them in good order should be given systematically throughout the course. Pupils should themselves be required to sharpen the edged tools they use, and the proper method of correcting errors in tools of precision such as winding strips, square, face-plate, and the turning of an oil or grindstone, etc, should also be shown and practised.

6. **LATHE WORK.**—Schools that possess lathes may alternate this work with ordinary bench work, and the products of the lathe should be used in the building up of articles made at the bench. A correct understanding of the accompanying tools, the shape they should take, and the condition they should be in for accomplishing the best work should be given. The models should be designed with a view to acquainting the pupils with the methods of turning and finishing both hard and soft woods and metals, and the principles involved in face-plate turning and turning between centres. The use of the various lathe attachments and change wheels should be shown, and the different velocities necessary for various purposes clearly explained.

7. **METAL WORKING.**—Metal may be worked either hot or cold. Cold metal may take the form of bent iron work, and this may be graduated to suit the physical capacity of the pupils. In its more elementary forms the equipment necessary is simple and inexpensive, and the work may be made a valuable adjunct to the art teaching given in the school. The course in metal work should give a general knowledge of the working of iron and steel and of the possibilities and limitations of metal working. Work in hot metal demands more extensive equipment. In forging, the preparation of the fire is most important and instruction should be given as to its building and keeping up. The most important tool in all forge work is the hammer and much attention should be paid to it. The fundamental operations in forging are few in number and may be taken up in the following order:—Drawing, bending, twisting, shouldering, upsetting, punching, welding, shaping, brazing, and, for decorative work, veining and modelling. Exercises in cold metal may be taken as follows:—Simple filing, soldering, chipping and filing, rivetting, scraping, and fitting. Various small tools can be forged and properly tempered for use in the lathe.

8. **DECORATION.**—As a general rule decoration should be applied only to models that are soundly constructed. Various methods of preparing stains and their use for different purposes should be dealt with. Indenting and stamping, groove carving, chip carving, flat carving, low relief and high relief may be employed according to the capacity of the pupil and the requirements of the object to be decorated. All schemes of decoration should first be sketched on paper or worked in clay. To stimulate originality, the unit may be given and the student encouraged to make new combinations, the copying of designs being as far as possible prevented.

9. **SYSTEM OF MEASUREMENT.**—Either system of measurement may be used, English or Metric ; but as, in all scientific work, the latter is coming into general use, it is advisable in the higher classes, at any rate, at least, to combine the systems.

NOTE 1.—In those cases where the pupil has not taken a course of constructive work in the Public School, the work will of necessity be of a simpler character than much of that suggested in the above scheme. Where possible a separate class should be formed of such pupils.

NOTE 2.—The graduates of each year should unite in constructing some piece of work to be left in the school as a memorial of the class.

IV. HOUSEHOLD SCIENCE.

First Year.

HYGIENE, SANITATION, AND COOKERY.—Personal hygiene, care of skin, clothing, physical habits, etc.; hygiene of the house, ventilation, location, sanitary surroundings.

Kitchen and its equipments, stoves, etc.: bed-room, bath-room, closets, etc.; household pests; disposal of waste. Food: its functions, classification, special value of each. Cooking: principles involved in the different methods employed, and application of these to different kinds of food.

Continuation of public school course Form IV. in cookery; preparation of meals, cost, time for preparation, planning and serving a meal within a given cost.

NEEDLEWORK.—All kinds of hand sewing, including buttonholes, patching and darning. Talks on implements used. Study of fabrics. Growth of cotton and flax. Cultivation of silk worm and processes of manufacture. Demonstration of primitive methods of weaving. Basting and running stitches, back stitch, half-back stitch, combination stitch, overcasting, overhanding on folded selvedge edges, true bias, matching stripes, plain hemming, French hemming, joining bias strips, straightway fell on flannel, herring bone stitch, gussets, gathers and stitched band, hemmed band, chain and feather stitch, hem stitch, loop stitch, blind loops, button-hole stitch, sewing on buttons, tapes, hemmed patch, overhand patch, flannel patch, slip stitch, stockinet darning, cashmere darning, mending from home and application of these stitches in making button bags, shoe bags, shoe holders, and in hemming towels, aprons, dressing doll.

BASKET AND RAFFIA WORK.—Source, kinds and use of wicker and raffia. Making of table mats, napkin rings, doll's hats, work baskets, porch mats, furniture beaters, etc.

Second Course.

HYGIENE, SANITATION AND COOKERY.—Review and elaboration of principles taught in the first year. Dietetics: preparation of food for invalids, diet for children, for infants, balanced rations. The house: furnishing with consideration of cost, comfort and good taste. Public hygiene; responsibility of the individual in prevention of disease. Home nursing and emergencies: furnishing and care of the sick room, making a bed, changing bed linen, bathing and care of a patient; ventilation of sickroom; treatment of burns, scalds, wounds, fainting, frost-bite, etc.; bandaging; administration of food and medicine; ferments; yeasts, mold, bacteria, etc.

LABORATORY WORK.—Food combinations, advanced cookery ; serving and decoration of food ; care of silver, brass, copper, nickel, marble, hard-wood. Duties of the hostess in the entertainment of guests. Ethics of the home. Homemaking *versus* housekeeping, the home as a community. Relation of the home to the state. Influence of a well ordered home.

NEEDLE WORK.—Talks on materials suitable for underwear. Embroideries, laces, and other trimmings. Instruction in the use of patterns. Cutting, fitting, and making corset cover with French fell. Taking measurements and drafting pattern for drawers. Cutting out drawers. Making tucks and preparing the trimming. Putting tucks and insertion together. Gathering, stroking and putting on ruffles. Making French seams and placing placket gusset. Putting on yoke or band. Making button holes. Drafting pattern for skirt. Taking measurements, cutting, fitting and making night gown.

Threading, running, oiling, and cleaning of sewing machines. Use of attachments,.

Application of sewing stitches in outlining, and Kensington stitch on doily or tray cover. Embroidering initials. Hemstitching. Fringing doily.

NOTE.—The course in Household Science is a two years' one; but, when the conditions render it desirable, it may be extended over a longer period.

Special Middle School Courses.

NOTE.—The following courses are to be taken up only when the staff, the equipment, and the accommodations are adequate. See Reg. 39 (3) :

I. ARITHMETIC AND ENGLISH GRAMMAR.

The following courses in Arithmetic and English Grammar are prescribed for candidates for Junior non-professional Public School certificates, in addition to the ordinary Lower School courses in these subjects :—

ARITHMETIC.—More extended and intensive study of the theory. Continuation of the work in commercial arithmetic, with annuities and equation of payments. Review of work in mensuration, with the pyramid, the cone, and the sphere ; the derivation of the formulæ. Logarithmic computation.

ENGLISH GRAMMAR.—More extended and intensive study of the course of the Lower School.

II. ART SUBJECTS.

Principals and School Boards may modify the details of the following course in Art, to suit the requirements of their localities. See Reg. 39 (3) and (6) :—

Advanced drawing from flowers, drapery, and natural objects, in black and white and in water color. Pen and ink drawing for illustrating purposes. Ornamental drawing on blackboard. Out-door sketching from nature in pencil, charcoal, and water colors. History of art.

Charcoal drawing and painting ornamental casts and antique statues. Modelling in clay. Ornamental design. Elementary practical geometry as far as necessary for geometric designs. Drawing conventional flowers, leaves, rosettes, etc., based on natural forms. Designs for floor cloths, wall-paper, wood and iron work. Tinting designs in water colors. The principles of design and anatomy of pattern.

Practical geometry. Projection of points, lines, and solids. Parallel and angular perspective.

Machine drawing. Use of instruments. Drawing details, bolts, nuts, screws, gear wheels.

Architecture. Elementary architectural design and decoration, plans elevations, sections. Perspective architectural drawing in pen and ink and water colors. The different styles of architecture.

NOTE—The Art subjects may be continued, if desired, in the Upper School

APPENDIX A.

GEOGRAPHY.

Following are the details of the course in Geography prescribed for the Fifth Form and the Continuation classes of the Public Schools and for the Lower School of the High Schools :

Soil, stones, rocks, strata and their origin ; nebular theory : stratified, unstratified, metamorphic rocks ; elevation and depression of the crust of the earth, forming continents and oceans ; periods in the earth's history in relation to Canada and to Ontario in particular ; life on the earth, fossils. Forms and distribution of land masses, causes, theories regarding them ; changes in land forms ; agents of change, volcanoes, water, etc. Study of the common rocks, minerals and soils of the districts. Mountains, origin, growth, distribution, relation to mines, forests, and climate ; volcanoes and volcanic phenomena ; plains and plateaus—Canada generally, Ontario and the Northwest in particular ; relation of Canadian upheavals, subsidences, glaciation, moraines, gravel ridges, boulders and formations, to the continental areas of which they form a part.

Rivers and river valleys ; lakes ; coast features ; industrial importance of streams, rivers, lakes ; origin and growth of rivers, falls, and rapids, changes in courses with causes ; old river courses, depression and elevation ; erosion by rivers, transportation and deposition of sediment.

The ocean : Origin, distribution, depth, movements, currents, tides, waves, ocean bed, etc.

The atmosphere, composition, importance to life, aqueous vapor ; heating of the earth ; depth of atmosphere ; high and low pressure, the barometer, isobars, etc., movements of the air ; winds, their causes, trade winds, anti-trade winds, periodic, variable, cyclones, anti-cyclones, thunder storms, tornadoes ; clouds, rain, snow, dew, evaporation ; climate, causes affecting it ; former climatic conditions.

Life : Varieties, dependence upon climate, soil, etc. Plant life ; typical forms in different zones, distribution ; marine plants, animal life ; typical forms, terrestrial, aerial, marine ; direct or ultimate dependence on plant life ; distribution of forms. Man : Varieties, distribution, relation to other animal life and to natural and physical conditions.

The earth as a planet ; the planets ; the fixed stars ; the celestial sphere ; observations of some of the more prominent constellations ; the solar system and its members : the earth, its size and shape, proofs of shape : circles on surface : latitude and longitude ; zones : daily rotation on axis : proofs ; day and night ; yearly revolution ; its orbit an ellipse : perihelion, aphelion : seasons : variation in length of day and night, measurement of time ; unit of time ; sun-dial ; civil year ; standard railway time of Canada and the United States : location of position by latitude and longitude : calculation of times and distances.

The moon : rotations ; phases ; different kinds of months ; various eclipses of the sun and moon ; umbra ; penumbra, appearance through a telescope ; absence of atmosphere, clouds, etc.

The sun : sun spots, solar heat, radiation, etc. Comets, meteors, nebulae, etc., their probable nature, number, revolutions, etc.; darkness and coldness of space.

Important commercial highways and their relations to centres of population. Natural and manufactured products of the countries of the world, with their exports and imports. Internal commercial highways of Canada and the chief internal commercial highways of the United States. Relation between industrial and commercial centres and physical features; relation of soil and underlying rock formations to the products of the district, and the occupations of the inhabitants. Water ways : their influence on population and settlement, their use as highways of commerce, with special reference to Canadian routes. Typical natural products of different zones. Commercial relations of Great Britain and her colonies, and of Canada and the United States. Forms of Government in the countries of the world and their relation to civilization. Relation between the characteristics of a people and their environment.

APPENDIX B.

ELEMENTARY SCIENCE.

Following are the details of the courses in Elementary Science. The first courses in Botany, Zoology, and Physics are prescribed for the Fifth Form of the Public Schools. Both the first and the second courses in Botany, Zoology, and Physics, and the course in Chemistry are prescribed for the Continuation Classes of the Public Schools and for the Lower Schools of the High Schools.

BOTANY.

First Course—September to November.

The structure and functions of flower, leaf, stem, root, etc.; organs of the flower, their functions, pollination, fertilization. Uses of hairs, spines, prickles, tendrils, and petioles. The simpler fruits and the means of dispersion of seeds. Formation of tree buds ; preparation for winter; annuals, biennials, perennials. The fall of fruits and leaves of deciduous and evergreen trees. The study and interpretation of the marks on trees and shrubs. Comparison of higher plants with higher animals ; relation of each to food ; means of obtaining and storing it ; dependence of animals on plants.

April to June.

Relation of plants to light, moisture and heat ; water as a solvent, circulation in plants, experiments; soluble and insoluble material in soils ; importance of each class of material to the plant ; uses of roots and leaves in absorbing food from soil and air, experiments. Struggle for light and moisture, germination of the seed, development of the parts ; examples—bean, morning-glory, pumpkin, corn, wheat. The expanding of buds and the opening of the spring flowers. Objects of pruning trees, transplanting and thinning vegetables. Times of germination and flowering of com-

mon plants in their native situations. Propagation of offsets, runners, tubers, slips, seeds, grafts, budding. Conditions governing the growth of the early wild flowers. Modifications in plant growth suitable to environment. Plant societies in different localities. Identification of plants with regular flowers.

Second Course—September to November.

Morphology of the composites and grasses. Identification of the simpler ones.

Plant societies continued ; peculiarities of each which adapt it to its situation. Special study of weeds, means of controlling them. Morphology and habits of some typical ferns, as bracken fern, shield fern, moonwort, sensitive fern. Morphology and habits of a mushroom, a polypore, a boletus, a puff-ball. Parasitism and saprophytism. Study of plant enemies and remedial treatment—the simpler forms. Comparison of spring and autumn flowers. Comparative study of fruits. Special study of leaf, its modifications and adjustments for securing a favorable light position ; its importance in obtaining and elaborating food material ; the part it plays in evaporation.

April to June.

Common orchard and forest trees. Special study of the coniferae ; the bud ; form, permanence and phyllotaxy of leaves, flowers ; comparison of twigs and wood with those of other trees. Comparative study of pith and cortical layers. Distinction between endogen and exogen. Meaning, significance, and methods of cross fertilization. Man's influence on plants. Plant physiology, elementary and experimental ; chlorophyll ; movements of gaseous and liquid nutriments and waste products. Morphology of complex inflorescences. Study of the fungi continued. Economic uses of plants, food, clothing, ornament, medicine, rubber, tea, spices, etc. General view and comparison of the characteristics of the larger classes of plants taken up in the course.

ZOOLOGY.

First Course—September to November.

Relations of insects to flowers. Study of grasshopper, potato-beetle, tomato-worm, house-fly, spider, centipede. The life history of at least two insects having complete metamorphoses. Collection of caterpillars infesting common plants, for observation of their metamorphoses. Recognition of some of our common birds ; the relation to their habits of the structure of bills, legs, feet, wings, and nests, the arrangement of toes, and the color of feathers and eggs (aquatic, terrestrial, aerial) ; times of their migrations.

April to June.

The life history of the frog. Continuation of the study of the birds ; especially in regard to their methods of obtaining food and nesting. Life history and habits of any common economic insects such as the tent-caterpillar, the cabbage-butterfly, the lady-bird, or other predacious beetle. Familiarity with the names and general appearance of the common fishes, frogs, newts, lizards, turtles, and snakes of the locality.

Second Course—September to November.

The mammalia, chief characteristics. Our native Canadian mammals, their adaptation to our climate, their coloration, docility, habits, food, enemies. Modifications for aerial life (bat, flying-squirrel), arboreal life (squirrel), subterranean (wood-chuck, mole), aquatic (beaver, muskrat). Herbivorous and carnivorous animals, peculiarities of each. Adaptation of the fish, the frog, the bird, the mammal, to their habits of life. Homologies of fins, scales, etc. Comparison of the teeth and integuments of a few typical animals. Adaptation of animals for securing food, avoiding enemies. Preparation of animals for winter.

April to June.

The food supply of birds and insects; those beneficial or injurious. Special study of the bills and feet of birds and of the mouths and wings of insects. Distinction between biting and sucking insects. Life-history of any two of the following: carpet-beetle, scale insects, saw-fly, codling-moth, mosquito, pea-weevil; rearing the insects to study their metamorphosis; observation of conspicuous orchard or garden pests of the season, with protective treatment of plants. Economic uses of animal products: silk, wood, fur, leather, etc. General view and comparison of the larger classes of animals taken up in the course.

PHYSICS.

First Course.—November to April.

Forms of matter; solids, liquids, gases; different states of the same kind of matter; crystalline and amorphous conditions; theory of constitution of matter. Physical and chemical change. Simple and compound substances. Metric units and standards of length, area, volume, weights, mass density; experiments in measurements with use of instruments, such as rule, balance, burette, caliper. Properties of solids. Properties of liquids; transmission of pressure by liquids; illustrations, construction and uses of hydraulic press. Relation of pressure to depth and density; pressure at a point equal in all directions; buoyancy and flotation. Properties of gases, weight, elasticity, atmospheric pressure, barometer; expansive force of gas, with applications, as air cushion, bicycle tire, football, compressed air motor, air gun, etc.; relation between the volume and the pressure of a gas (Boyle's law). Construction and use of air pump, common pump, free pump, condenser, (as bicycle pump); buoyant force of gases. Solution, diffusion; part played by these processes in nature. Specific gravity; common methods of finding specific gravities of solids, liquids, and gases.

Second Course.—November to April.

Experiments illustrating the transformation of other forms of energy into heat; experiments to illustrate the expansion of solids, liquids, and gases by heat; distinction between temperature and heat. Methods of measuring the change of temperature, with description of Centigrade and Fahrenheit thermometers; change of state, phenomena of fusion, ebullition, evaporation, liquefaction and solidification; latent heat; methods of transference of heat; conduction, practical methods of heat insulation,

principle of Davy's safety lamp, convection currents ; methods of heating and ventilating houses.

Lode-stone, magnetic attraction ; magnetization and demagnetization ; polarity ; magnetic induction ; earth's inductive influence ; construction and practical use of the mariner's compass and dipping needle ; geographical and magnetic poles ; construction of simple voltaic cells ; chemical effects of the electric current, decomposition of water by electricity ; magnetizing effects of the electric current ; the construction of an electro-magnet, with some of its more common practical applications, as electric bell, telegraph, and telephone ; heating and lighting effects of the current, arc and incandescent lamps.

Nature and propagation of sound ; principles of construction of some of the more common musical instruments, as piano, violin, harp, horn, and organ ; reflection of sound, echoes ; and musical tones ; pitch and quality.

Nature and propagation of light, simple experiments illustrating the reflection and retraction of light ; the prism, the dispersion of light, color.

CHEMISTRY.

Oxygen : Preparation, properties ; oxidation, examples ; combustion ; reduction ; dependence of organic world on oxygen. Water : decomposition by electricity, common impurities, tests. Hydrogen : preparation and properties. Ammonia : preparation, properties, economic uses. Carbon ; forms, occurrence, properties, and uses ; carbon dioxide, preparation by combustion in air, occurrence in the atmosphere, preparation from limestone, properties, comparison with air relation to plant and animal life, tests ; carbonic acid. Limestone ; forms, occurrence ; lime and its manufacture ; action of water on quick lime ; action of acids on limestone ; other carbonates ; mortar ; building stone, animal shells, uses of limestones and its products. Air ; separation of oxygen from nitrogen ; properties of the latter. Acids, basis, salts, distinguishing characteristics.

APPENDIX C.

I. GEOMETRY.—*Lower and Middle Schools.*

Following are the details of the course in Euclid prescribed for the Lower and Middle Schools of the High Schools. The first thirteen of the constructions and the first nineteen of the theorems are prescribed for candidates for District teachers' non-professional certificates, in addition to the Practical Geometry of the Lower School.

A.—CONSTRUCTIONS.

To construct a triangle with sides of given lengths.

To construct an angle equal to a given rectilinear angle.

To bisect a given angle.

To bisect a given straight line.

To draw a line perpendicular to a given line from a given point in it.

To draw a line perpendicular to a given line from a given point not in the line.

Locus of a point equidistant from two given lines.

Locus of a point equidistant from two given points.

To draw a line parallel to another, through a given point.

To divide a given line into any number of equal parts.

To describe a parallelogram equal to a given triangle, and having an angle equal to a given angle.

To describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given angle.

On a given straight line to describe a parallelogram equal to a given triangle, and having an angle equal to a given angle.

To find the centre of a given circle.

From a given point to draw a tangent to a given circle.

On a given straight line to construct a segment of a circle containing an angle equal to a given angle.

From a given circle to cut off a segment containing an angle equal to a given angle.

In a circle to inscribe a triangle equiangular to a given triangle.

To find locus of centres of circles touching two given lines.

To inscribe a circle in a given triangle.

To describe a circle touching three given straight lines.

To describe a circle about a given triangle.

About a given circle to describe a triangle equiangular to a given triangle.

To divide a given line similarly to another given divided line.

To find the fourth proportional to three given lines.

To describe a polygon similar to a given polygon, and with the corresponding sides in a given ratio.

To find the mean proportional between two given straight lines.

To construct a polygon similar to a given polygon, and such that their areas are in a given ratio.

To describe a polygon of given shape and size.

B.—THEOREMS.

The sum of the angles of any triangle is equal to two right angles.

The angles at the base of an isosceles triangle are equal, with converse.

If the three sides of one triangle be equal, respectively, to the three sides of another, the triangles are equal in all respects.

If two sides and the included angle of one triangle be equal to two sides and the included angle of another triangle, the triangles are equal in all respects.

If two angles and one side of triangle be equal to two angles and the corresponding side of another, the triangles are equal in all respects.

If two sides and an angle opposite one of these sides be equal, respectively, in two triangles, the angles opposite the other pair of equal sides are either equal or supplemental.

The sum of the exterior angles of a polygon is four right angles.

The greater side of any triangle has the greater angle opposite it.

The greater angle of any triangle has the greater side opposite it.

If two sides of one triangle be equal respectively to two sides of another, that with the greater contained angle has the greater base, with converse.

If a transversal fall on two parallel lines, relations between angles formed, with converse.

Lines which join equal and parallel lines towards the same parts are themselves equal and parallel.

The opposite sides and angles of a parallelogram are equal and the diagonal bisects it.

Parallelograms on the same base, or on equal bases, and between the same parallels, are equal.

Triangles on the same base, or on equal bases, and between the same parallels, are equal.

Triangles equal in area, and on the same base, are between the same parallels.

If a parallelogram and a triangle be on the same base, and between the same parallels, the parallelogram is double the triangle.

Expressions for area of a parallelogram, and area of a triangle.

The compliments of the parallelograms about the diagonal of any parallelogram are equal.

The square on the hypotenuse of a right-angled triangle is equal to the sum of the squares on the sides.

If a straight line be divided into any two parts, the sum of the squares on the parts, together with twice the rectangle contained by the parts, is equal to the square on the whole line.

The square on a side of any triangle is equal to the sum of the squares on the two other sides — twice the rectangle contained by either of these sides and the projection of the other side on it.

If more than two equal straight lines can be drawn from the circumference of a circle to a point within it, that point is the centre.

The diameter is the greatest chord in a circle, and a chord nearer the centre is greater than one more remote. Also the greater chord is nearer the centre than the less.

The angle at the centre of a circle is double the angle at the circumference on the same arc.

The angles in the same segment of a circle are equal, with converse.

The opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles, with converse.

The angle in a semicircle is a right angle; in a segment greater than a semicircle less than a right angle; in a segment less than a semicircle greater than a right angle.

A tangent is perpendicular to the radius to the point of contact; only one tangent can be drawn at a given point, the perpendicular to the tangent at the point of contact passes through the centre; the perpendicular from centre on tangent passes through the point of contact.

If two circles touch, the line joining the centres passes through the point of contact.

The angles which a chord drawn from the point of contact makes with the tangent, are equal to the angles in the alternate segments.

The rectangles under the segments of intersecting chords are equal.

If $OA \cdot OB = OC^2$, OC is a tangent to the circle through A , B and C .

Triangles of the altitude are as their bases.

A line parallel to the base of a triangle divides the sides proportionally, with the converse.

If the verticle angle of a triangle be bisected, the bisector divides the base into segments that are as the sides, with converse.

The analogous proposition when the exterior angle at the vertex is bisected, with converse.

If two triangles are equiangular, the sides are proportional.

If the sides of two triangles are proportional, the triangles are equiangular.

If the sides of two triangles about equal angles are proportional, the triangles are equiangular.

If two triangles have an angle in each equal, and the sides about two other triangles proportional, the remaining angles are equal or supplemental.

Similar triangles are as the squares on corresponding sides.

The perpendicular from a right angle of a right-angled triangle on the hypotenuse divides the triangle into two which are similar to the original triangle.

In equal circles, angles, whether at the centres or circumferences, are proportional to the arcs on which they stand.

The areas of two similar polygons are as the squares on corresponding sides.

If three lines be proportional, the first is to the third as the figure on the first to the similar figure on the second.

Questions and easy deductions on the preceding constructions and theorems.

NOTE.—In the formal deductive Geometry modifications of Euclid's treatment of the subject will be allowed, though not required, as follows:—

The employment of the "hypothetical construction."

The free employment of the method of superposition, including the rotation of figures about an axis, or about a point in a plane.

A modification of Euclid's parallel postulate.

A treatment of ratio and proportion restricted to the case in which the compared magnitudes are commensurable.

II. GEOMETRY—*Upper School.*

Following are the details of the course in Geometry prescribed for the Upper School of the High Schools:

A.

Exercises on the course prescribed for the Middle School, with special reference to the following topics—Loci; Maxima and Minima; The System of Inscribed, Escribed and Circumscribed Circles of a Triangle with metrical relations; Radical Axis.

B.—SYNTHETIC GEOMETRY.

The following additional propositions in Synthetic Geometry, with exercises thereon:—

To divide a given straight line internally and externally in medial section.

To describe a square that shall be equal to a given rectilinear figure.

To describe an isosceles triangle having each of the angles at the base double of the third angle.

To inscribe a regular pentagon in a given circle.

The squares on two sides of a triangle are together equal to twice the square on half the third side and twice the square on the median to that side.

If $A B C$ be a triangle, and A be joined to a point P of the base such that $B P : P C = m : n$, then $n A B^2 + m A C^2 = (m + n) A P^2 + n B P^2 + m P C^2$

In a right-angled triangle the rectilinear figure described on the hypotenuse is equal to the sum of the similar and similarly described figures on the two other sides.

If the vertical angle of a triangle be bisected by a straight line which also cuts the base, the rectangle contained by the sides of the triangle is equal

to the rectangle contained by the segments of the base, together with the square on the straight line which bisects the angle.

If from the vertical angle of a triangle a straight line be drawn perpendicular to the base, the rectangle contained by the sides of the triangle is equal to the rectangle contained by the perpendicular and the diameter of the circle described about the triangle.

The rectangle contained by the diagonals of a quadrilateral inscribed in a circle is equal to the sum of the two rectangles contained by its opposite sides.

Two similar polygons may be so placed that the lines joining corresponding points are concurrent.

If a straight line meet the sides BC , CA , AB , of a triangle ABC in D , E , F respectively, then $BD \cdot CE \cdot AF = DC \cdot EA \cdot FB$, and conversely. (Menelaus' Theorem.)

If straight lines through the angular points A , B , C of a triangle are concurrent, and intersect the opposite sides in D , E , F respectively, then, $BD \cdot CE \cdot AF = DC \cdot EA \cdot FB$, and conversely. (Ceva's Theorem.)

If a point A lie on the polar of a point B with respect to a circle, then B lies on polar of A .

Any straight lines which passes through a fixed point is cut harmonically by the point, any circle, and the polar of the point with respect to the circle.

In a complete quadrilateral each diagonal is divided harmonically by the other two diagonals, and the angular points through which it passes.

C.—ELEMENTARY ANALYTICAL GEOMETRY.

Axes of co-ordinates. Position of a point in plane of reference.

Transformation of co-ordinates,—origin changed, or axes (rectangular) turned through a given angle.

$$+2A = x_1(y_2 - y_3) + \dots + \dots$$

Co-ordinates of point dividing line joining $P_1(x_1, y_1)$ and $P_2(x_2, y_2)$ in ratio $m : n$ are

$$x = \frac{mx_2 + nx_1}{m+n}, y = \frac{my_2 + ny_1}{m+n}.$$

$$(P_1 P_2)^2 = (x_1 - x_2)^2 + (y_1 - y_2)^2$$

Equations of straight lines.

$$\left. \begin{aligned} \frac{x-x_1}{x_1-x_2} &= \frac{y-y_1}{y_1-y_2} \\ \frac{x}{a} + \frac{y}{b} &= 1 \end{aligned} \right\} \begin{array}{l} \text{Line defined by two points} \\ \text{through which it passes.} \end{array}$$

$$\left. \begin{aligned} \frac{x-a}{\cos \theta} &= \frac{y-b}{\sin \theta} = r \\ y &= mx + b \\ y - m(x-a) &= p \\ x \cos a + y \sin a &= p. \end{aligned} \right\} \begin{array}{l} \text{Line defined by one point} \\ \text{through which it passes,} \\ \text{and by its direction.} \end{array}$$

General equation of 1st degree, $Ax + By + C = 0$, represents a straight line.

Any line through (x_1, y_1) is

$$A(x - x_1) + B(y - y_1) = 0.$$

If θ be angle between $Ax + By + C = 0$ and $A'x + B'y + C' = 0$, then

$$\cos \theta = \frac{A A' + B B'}{\sqrt{A^2 + B^2} \sqrt{A'^2 + B'^2}}$$

Condition of \perp rity, $A A' + B B' = 0$.

Condition of \parallel ism, $\frac{A}{A'} = \frac{B}{B'}$.

Distance from (a, b) to $Ax + By + C = 0$, in direction whose direction co-sines are (l, m) is

$$\frac{Aa + Bb + C}{A^2 + B^2}$$

\perp r distance from (a, b) on $Ax + By + C = 0$

$$\frac{Aa + Bb + C}{\sqrt{A^2 + B^2}}$$

THE CIRCLE—

Equations in forms:

$$x^2 + y^2 = r^2.$$

$$(x - a)^2 + (y - b)^2 = r^2.$$

$$y^2 = 2rx - x^2.$$

General equation $x^2 + y^2 + 2Ax + 2By + C = 0$,

or $(x + A)^2 + (y + B)^2 = A^2 + B^2 - C$,

represents a circle with centre $(-A, -B)$ and radius.

$$\sqrt{A^2 + B^2 - C}$$

Tangent at (x', y') to $x^2 + y^2 = r^2$, is $xx' + yy' = r^2$.

Normal is $\frac{x}{x'} = \frac{y}{y'}$.

Tangent in form.

$$y = mx \pm r \sqrt{1 + m^2}.$$

Pole being (x', y') , polar is $xx' + yy' = r^2$.

If pole move along a line, polar turns about pole of that line

Length of tangent from

$$(x', y') \text{ to } x^2 + y^2 + 2Ax + 2By + C = 0$$

$$\text{is } x'^2 + y'^2 + 2Ax' + 2By' + C.$$

Radical axis of

$$x^2 + y^2 + 2Ax + 2By + C = 0$$

$$x^2 + y^2 + 2A'x + 2B'y + C' = 0$$

Easy exercises on the preceding propositions.

APPENDIX D.

Following are the details of the courses in Mediæval and Modern History prescribed for the Upper School of the High Schools:

MEDIAEVAL HISTORY.

1. The Triumph of Christianity over Paganism.
2. The Weakness of the Roman Empire; the Teutonic invasions; the fall of the Western division of the Empire.
3. The Revival of the Roman Empire in the Age of Justinian.
4. The Rise of Islam; the extent and permanence of its conquests.
5. The New Teutonic States in Europe; the Franks in Gaul; the English in Britain.
6. The Teutonic Power as seen in the Holy Roman Empire founded by Charlemagne.
7. The coming of the Northmen; the Danes in England; the Normans in France; the Norman conquest of England.
8. Phases of Mediæval Life: (1) the Papacy; (2) Monasticism; the Friars. (3) Feudalism; (4) Chivalry; (5) the Crusading movement.
9. The struggle between the Papacy and the Empire; its results.
10. The beginning of National Life in Europe as seen in a sketch of the History of (1) France and (2) England.
11. The Social Life of the Middle Ages: (1) the Condition of the People; (2) Life in the Towns; (3) Education; the rise of the Universities.
12. The end of the Mediæval Period: (1) the Revival of Learning: (2) the Menace from the Ottoman Power: the Fall of Constantinople; (3) the Beginnings of Discovery—America, the Sea-route to Asia, etc.

MODERN HISTORY.

1. Social, political and religious life in Italy at the opening of the sixteenth century; the Renaissance as seen at Florence.
2. The Protestant Revolt: (1) in Germany under Luther; (2) in Switzerland under Zwingli and Calvin; (3) in England and Scotland.
3. The Counter Reformation and its results: (1) the Jesuit Order and its founder, Ignatius Loyola; (2) the religious wars in France; (3) Philip II. and the Revolt in the Netherlands; (4) the Thirty Years' War.
4. The Consolidation of France under Richelieu and her ascendancy under Louis XIV.
5. The Rise of Russia; the work of Peter the Great and of Catharine II.
6. The Rise of Prussia; the work of Frederick the Great.
7. The French Revolution.
8. The Napoleonic Era.
9. The Great Powers since the Fall of Napoleon: (1) Political changes in France; (2) the Unification of Italy; (3) the Unification of Germany; (4) the Austria-Hungarian Monarchy; (5) Russia; (6) the United States.

APPENDIX E.—INTERIM COURSES OF STUDY.

I.—GEOMETRY FOR DISTRICT AND JUNIOR STANDING, 1904-1905.

For District teachers' non-professional certificates, the course in geometry for the examination of 1905 will be Euclid, Book I., easy deductions.

Until June 30th, 1906, the course in Geometry for the Middle School (Junior Standing) will be: Euclid, Books I., II., and III.: easy deductions.

II.—GEOMETRY, HISTORY, AND SCIENCE FOR SENIOR STANDING, 1904-1906.

Until June 30th, 1906, the Geometry, History, Physics, and Biology of the Upper School (Senior Standing) will be as follows:

I.—GEOMETRY.

Euclid, Books I., II., III., IV., and VI.; definitions of Book V.; deductions.

II.—HISTORY.

English History from the discovery of America till 1763. General outlines of Greek History till the fall of Corinth. General outlines of Roman History till the death of Augustus. The geography relating to the history prescribed.

III.—PHYSICS.

Mechanics: Measurement of velocity; uniformly accelerated rectilinear motion; metric units of force, work energy and power; equilibrium of forces acting at a point; triangle, parallelogram, and polygon of forces; parallel forces; principle of moments; centre of gravity; laws of friction; numerical examples.

Hydrostatics: Fluid pressure at a point; pressure on a horizontal plane; pressure on an inclined plane; resultant vertical pressure, and resultant horizontal pressure, when fluid is under air pressure and when not; transmission of pressure; Bramah's press; equilibrium of liquids of unequal density in a bent tube; the barometer; air-pump; water-pump, common and force; siphon.

Electricity: Voltaic cells, common kinds; chemical action in the cell; magnetic effects of the current; chemical effects of the current; voltmeters, electroplating; astatic and tangent galvanometers; simple notions of potential; Ohm's law; shunts; measurement of resistance; electric light, arc and incandescent; current induction; induction coil; dynamo and motor; the joule and watt; electric bell; telegraph; telephone; elements of terrestrial magnetism.

IV.—BIOLOGY.

1. *Elements of Zoology*: Thorough examination of the external form, the gills, and the viscera of some common fish. Study of the prepared skeleton of the same. Demonstration of the arrangement of the muscular and nervous systems and the sense-organs, as far as these can be studied without the aid of the microscope.

Comparison of the structure of the frog with that of the fish. The skeleton of the pectoral and pelvic girdles and of the appendages of the frog should be studied, and the chief facts in the development of its spawn till the adult form is attained should be observed.

Examination of the external form of a turtle and a snake.

Examination of the structure of a bird.

Study of the skeleton, and also of the teeth of a cat or dog.

Study of the crayfish as a type of the Arthropods.

Comparison of the crayfish with an insect (grasshopper, cricket, or cockroach); also with a millipede and a spider.

Examination of an earthworm.

Study of a fresh-water mussel.

The principles of zoological nomenclature as illustrated by some of the common fresh water fish, such as the sucker and herring, bass and perch.

Study of an amœba or paramœcium, as a type of a unicellular animal.

The modifications of the form of the body in vertebrates in connection with different methods of locomotion. The natural habits of the various animals examined.

2. *Elements of Botany*: The practical study of representatives of the flowering plants of the locality in which the preparatory school is situated, and representatives of the chief subdivisions of cryptogams, such as a fern, a lycopod, a horsetail, a livewort, a moss, a lichen, a mushroom, and a chara.

An elementary knowledge of the microscopic structure of the bean and the maize. Attention to drawing and description of parts of plants and to their classification. Comparison of different organs; morphology of root, stem, leaves and hair, parts of the flower; reproduction of flowering plants, pollination, fertilization, and the nature of fruit and seeds.

NOTE.—At the examinations of 1905 and 1906 the candidate for Senior standing must submit to the Public School Inspector with his application a certificate from the principal of the school he attended in preparation for the examination, or other credible testimony, that he has taken up practically the Physics, Chemistry, and Biology of the Upper School. There will be no practical examinations in Science at the Department examinations.

PROVINCIAL EXAMINATIONS IN DRAWING, PAINTING, ETC.

1.—REGULATIONS.

Approved January, 1904.

1. The Education Department shall conduct an examination in April of each year for pupils attending art schools and evening classes. With the consent of the Education Department, pupils attending other schools may write at the same examination. The local expenses of the examination shall be paid by the school or class concerned.

2. Each Presiding Officer shall be responsible for the safe keeping of the parcel containing the examination papers, and for keeping the same unopened, until the time of the examination; he shall preside at and be responsible for the proper conduct of the examination. Places shall be allotted to the candidates sufficiently far apart that they cannot overlook each other. He shall allot to each candidate the number given him for each course on the list.

3. Punctually at the time of the commencement of the examination in each subject the Presiding Officer, in the presence of the candidates, shall break the seal of the parcel containing the examination papers. The papers of one subject only shall be opened at one time, commencing with number 1 on the time-table, and following consecutively, unless instructions are given to conduct two or more examinations at the same time.

4. The presiding Officer may permit the teacher of the class to assist in setting up objects for model drawing, drawing from the "round," etc. But he must leave the room before the examination papers are opened. Should any teacher wish to be examined, the Presiding Officer will place him apart from the other candidates during the examination.

5. Should any candidate be detected in copying from another, or allowing another to copy from him, or in taking into the room any book, notes, or

anything from which he might derive assistance in the examination, or in talking or whispering, it shall be the duty of the Presiding Officer, if he obtains clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room; neither shall such candidate be permitted to return during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence be not clear at the time, or be obtained after the conclusion of the examination, the Presiding Officer shall report the case to the Minister of Education.

6. No candidate leaving the room after issue of the examination papers, in any subject, shall be permitted to return during the examination of the subject in hand. Candidates who have been admitted late must hand in their papers at the same time as others.

7. Punctually at the expiration of the time allowed, the Presiding Officer shall direct the candidates to stop drawing or writing, and cause them to hand in their papers immediately; and shall check off each paper so as to be certain that the number on the paper agrees with the number of the candidate. In no case shall the Presiding Officer allow the teacher or any other person to examine the work of the students, neither shall he make any comments or remarks about the character of the work done.

8. The Presiding Officer shall secure in a sealed parcel or envelope the work of the candidates and all unused papers and drawings, and at the close of the examination, and on the same day, shall forward the same by post or express, prepaid, to the Education Department.

II.—DIRECTIONS FOR PRESIDING OFFICER.

1. When *distributing the papers*, allot to each candidate the number given him for each course on the accompanying lists; as the candidates names and numbers are entered in the Department Registers; no names on the list must be erased, or others substituted for them. If extra candidates present themselves for examination enter their names on the lists and allot them the last number on the list, with a letter of the alphabet added, thus 486, 486a, 486b, etc.

2. When *collecting the papers*, check the numbers on the papers and see that they correspond with each candidate's number on the lists. *All copies, drawings and papers must be returned to the Department of Education*

Primary Art Course.

1. *Freehand Drawing from Flat Examples*.—An example to be copied is sent for each candidate. Notify the candidates that ruling, tracing or measuring, or other mechanical means of execution, are strictly forbidden in working this exercise. It must be pure outline; no shading allowed.

2. *Practical Geometry*.—Instruments must be used and all construction lines allowed to remain.

3. *Linear Perspective*.—Instruments must be used and all working lines allowed to remain.

4. *Model Drawing*.—Provide a sufficient number of the objects selected by the Department, and place them in such a position that all the candidates may have a full view of them. No measuring or use of instruments is allowed; but the pencil may be held between the eye and the object for the purpose of estimating its apparent size. This exercise must be pure outline, no shading allowed; the purpose being to combine correctness of drawing and neatness of execution.

5. *Memory or Blackboard Drawing.* No instruments or measuring allowed. Either crayon or pencil may be used.

Advanced Art Course.

1. *Shading from Flat Examples.*—Sufficient copies are sent for groups of two students to one drawing. No ruling or measuring allowed. No restriction as to style of shading—either point or stump may be used.

2. *Outline Drawing from the "round."*—This drawing must be life size, from an antique or modern bust. No ruling or measuring allowed. If there be any shading the exercise will not be examined.

3. *Shading from the "round."*—Provide a sufficient number of the objects selected by the Department; when possible they should be placed in the centre of the room; if at night underneath the light, and students arranged at a uniform distance around them. No restriction as to style of shading.

4. *Drawing from Flowers, etc.*—Select plants in bloom such as Chinese Primroses or small Geraniums, having a sufficient number of examples so that there be not more than three or four candidates copying the same plant. This must be strict outline; no shading allowed. Distance, 6 to 8 feet.

5. *Industrial Design.*—Instruments to be used—units of design may be repeated mechanically by means of tracing paper. Drawings of flowers or ornaments are supplied on which to base designs—not as copies. The designs may be in pencil, ink, or tinted, at the option of the student.

Mechanical Drawing Course.

1. *Projection and Descriptive Geometry.*—Instruments to be used.

2. *Machine Drawing.*—Instruments to be used.

3. *Building Construction.*—Instruments to be used.

4. *Architectural Design.*—Sessional work only is required.

5. *Advanced Perspective.*—Instruments to be used.

Industrial Art Course.

1. *Modelling in Clay.*—Send specimens of work done during the session certified by the teacher as having been executed entirely by the student.

2. *Wood-carving.*—Send specimens of work done during the current academic year certified by the teacher, as having been executed *entirely* by the student.

3. *Wood-engraving.*—Send specimens of work done during the current academic year certified by the teacher, as having been executed *entirely* by the student.

4. *Lithography.*—Send specimens of work done during the current academic year certified by the teacher, as having been executed *entirely* by the student.

5. *China Painting.*—Send specimens of work done during the current academic year certified by the teacher, as having been executed *entirely* by the student.

Extra Subjects.

Specimens of paintings, wood carving, etc., sent for examination for certificates must be numbered and sent to the Department prepaid.

SUMMER SCHOOLS FOR TEACHERS, 1904.

The Education Department has made arrangements for Summer Schools, to be held at Chatham, Cobourg and Kingston. The main purpose of the Schools is to give instruction in the following Departments :—

MANUAL TRAINING.
HOUSEHOLD SCIENCE.

NATURE STUDY.
DRAWING.

Classes will be organized so as to enable students to take as many as convenient of these departments. Lectures will be given by Specialists in the respective subjects. Any further information required will be obtained by students after the classes are organized. No fees will be required, and it may be presumed that the cost of books, etc., will be slight. The Schools will be organized at 2 p.m., Monday, July 4th, when all necessary information will be given. The session will continue for three weeks. Certificates of attendance will be awarded to those students who show satisfactory proficiency.

Persons who desire to avail themselves of the privileges offered, should make application at an early date to the Principal of the Summer School they purpose attending. No special form of application will be needed.

TORONTO, April, 1904.

APPORTIONMENT OF THE LEGISLATIVE PUBLIC SCHOOL GRANT FOR 1904.

The apportionment of the Grant to the several municipalities is based upon the latest Returns of the Population for the year 1903, and the division between the Public and Separate Schools on the average attendance of that year, as reported by the Inspectors, Public School Boards, and Separate School Trustees respectively.

While the Separate Schools will receive their portion of the Grant direct from the Department, that of the Public Schools will be paid, according to this Schedule, through the respective County, City, Town, and Village Treasurers.

Under the provisions of Section 5 of "An Act respecting the Education Department, 1901," the Education Department is empowered to appropriate out of moneys voted by the Legislature for public and separate schools a sum not exceeding \$5.00 for every school in which the Regulations of the Department as to equipment, ventilation, heating, lighting and the care of the premises generally have been complied with."

Each County Inspector is therefore authorized to deduct from the apportionment of each township such an amount as will provide the sum of \$5.00 to be paid on his order to each Trustee Board that has complied with the requirements mentioned.

TORONTO, May, 1904.

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1904.

1. COUNTY OF BRANT.

Municipalities.	Apportionment.
Brantford	\$584 00
Burford	494 00
Dumfries, South	284 00
Oakland	83 00
Onondaga	126 00
Total	\$1,571 00

2. COUNTY OF BRUCE.

Albemarle	\$165 00
Amabel	319 00
Arran	273 00
Brant	463 00
Bruce	331 00
Carrick	290 00
Culross	216 00
Eastnor	204 00
Elderslie	258 00
Greenock	253 00
Huron	379 00
Kincardine	329 00
Kinloss	267 00
Lindsay and St. Edmunds	93 00
Saugeen	173 00
Total	\$4,013 00

3. COUNTY OF CARLETON.

Fitzroy	\$291 00
Gloucester	503 00
Goulbourn	288 00
Gower, North	224 00
Huntley	258 00
March	87 00
Marlborough	177 00
Nepean	482 00
Osgoode	507 00
Torbolton	110 00
Total	\$2,927 00

4. COUNTY OF DUFFERIN.

Amaranth	\$296 00
Garafraxa, East	273 00
Luther, East	204 00
Melancthon	412 00
Mono	338 00
Mulmur	330 00

Total \$1,853 00

5. COUNTY OF ELGIN.

Aldbrough	\$537 00
Bayham	429 00
Dorchester, South	153 00
Dunwich	379 00
Malahide	423 00
Southwold	426 00
Yarmouth	548 00

Total \$2,895 00

6. COUNTY OF ESSEX.

Anderdon	\$184 00
Colchester, North	220 00
Colchester, South	330 00
Gosfield, North	243 00
Gosfield, South	278 00
Maidstone	242 00
Mersea	492 00
Malden	110 00
Pelee Island	75 00
Rochester	61 00
Sandwich, East	71 00
Sandwich, West	215 00
Sandwich, South	137 00
Tilbury, North	42 00
Tilbury, West	241 00

Total \$2,941 00

7. COUNTY OF FRONTENAC.

Municipalities.	Apportionment.
Barrie	\$ 63 00
Bedford	167 00
Clarendon and Miller	98 00
Hinchinbrooke	154 00
Howe Island	
Kennebec	139 00
Kingston	294 00
Loughborough	185 00
Olden	125 00
Oso	131 00
Palmerston and N. and S. Canonto...	125 00
Pittsburg	266 00
Portland	239 00
Storrington	204 00
Wolfe Island	99 00

Total \$2,289 00

8. COUNTY OF GREY.

Artemesia	\$392 00
Bentinck	379 00
Collingwood	413 00
Derby	210 00
Egremont	367 00
Euphrasia	385 00
Glenelg	282 00
Holland	360 00
Keppel	421 00
Normanby	493 00
Csprey	572 00
Proton	352 00
Sarawak	165 00
St. Vincent	325 00
Sullivan	393 00
Sydenham	410 00

Total \$5,719 00

9. COUNTY OF HALDIMAND.

Canborough	\$107 00
Cayuga, North	182 00
Cayuga, South	90 00
Dunn	98 00
Moulton	218 00
Oneida	166 00
Rainham	211 00
Seneca	207 00
Sherbrooke	44 00
Walpole	457 00

Total \$1,780 00

10. COUNTY OF HALIBURTON.

Anson and Hindon	\$32 00
Cardiff	71 00
Dudley, Dysart, Harcourt, Harburn, Guilford	120 00
Glamorgan	63 00
Livingstone	5 00
Lutterworth	55 00
McClintock	6 00
Minden	147 00
Monmouth	63 00
Nightingale	1 00
Sherbourne	17 00
Snowdon	96 00
Stanhope	52 00

Total \$728 00

11. COUNTY OF HALTON.

Esquesing	\$414 00
Nassagaweya	276 00
Nelson	314 00
Trafalgar	402 00

Total \$1,406 00

12. COUNTY OF HASTINGS.

Municipalities.	Apportionment.
Carlow	\$82 00
Dungannon	92 00
Elzevir and Grimsthorpe	156 00
Faraday	130 00
Hungerford	434 00
Huntingdon	264 00
McClure, Wicklow and Bangor	111 00
Herschel and Monteagle	233 00
Madoc	399 00
Marmora and Lake	178 00
Mayo	64 00
Rawdon	389 00
Sidney	422 00
Thurlow	422 00
Tudor and Cashel	109 00
Limerick	62 00
Wollaston	92 00
Tyendinaga	310 00
Total	\$3,949 00

13. COUNTY OF HURON.

Ashfield	\$831 00
Colborne	211 00
Goderich	279 00
Grey	388 00
Hay	371 00
Howick	459 00
Hullett	311 00
McKillop	249 00
Morris	303 00
Stanley	244 00
Stephen	452 00
Tuckersmith	285 00
Turnberry	247 00
Usborne	266 00
Wawanosh, East	225 00
Wawanosh, West	229 00
Total	\$4,850 00

14. COUNTY OF KENT.

Camden	\$294 00
Chatham	608 00
Dover	375 00
Harwich	545 00
Howard	405 00
Orford	318 00
Raleigh	490 00
Romney	217 00
Tilbury, East	388 00
Zone	148 00
Total	\$3,788 00

15. COUNTY OF LAMBTON.

Bosanquet	\$309 00
Brooke	411 00
Dawn	408 00

COUNTY OF LAMBTON.—Con.

Municipalities.	Apportionment.
Enniskillen	\$565 00
Euphemia	259 00
Moore	524 00
Plympton	408 00
Sarnia	250 00
Sombra	449 00
Warwick	374 00
Total	\$3,957 00

16. COUNTY OF LANARK.

Bathurst	\$278 00
Beckwith	189 00
Burgess, North	46 00
Dalhousie and Sherbrooke, North	204 00
Darling	87 00
Drummond	224 00
Elmsley, North	120 00
Lanark	209 00
Lavant	63 00
Montague	230 00
Packenhams	238 00
Ramsay	247 00
Sherbrooke, South	96 00
Total	\$2,231 00

17. COUNTY OF LEEDS.

Bastard and Burgess, South	\$328 00
Crosby, North	136 00
Crosby, South	192 00
Elizabethtown	463 00
Elmsley, South	87 00
Kitley	228 00
Leeds and Lansdowne, Front	328 00
Leeds and Lansdowne, Rear	268 00
Yonge and Escott, Rear	128 00
Yonge, Front and Escott	292 00
Total	\$2,450 00

17 (a) COUNTY OF GRENVILLE.

Augusta	\$436 00
Edwardsburg	410 00
Gower, South	90 00
Oxford, Rideau	310 00
Wolford	206 00
Total	\$1,452 00

18. COUNTY OF LENNOX AND ADDINGTON.

Adolphustown	\$64 00
Amherst Island	96 00
Anglesea, Effingham and Kaladar	157 00
Camden, East	563 00
Denbigh, Abinger and Ashley	127 00
Ernestown	325 00

COUNTY OF LENNOX AND ADDINGTON.—
Con.

Municipalities.	Apportionment.
Fredericksburg, North	\$173 00
Fredericksburg, South	109 00
Richmond	266 00
Sheffield	208 00
Total	\$2,088 00

19. COUNTY OF LINCOLN.

Caistor	\$195 00
Clinton	220 00
Gainsborough	168 00
Grantham	226 00
Grimsby, North	142 00
Grimsby, South	157 00
Louth	175 00
Niagara	204 00
Total	\$1,487 00

20. COUNTY OF MIDDLESEX.

Adelaide	\$226 00
Biddulph	190 00
Caradoc	425 00
Delaware	177 00
Dorchester, North	398 00
Ekfrid	308 00
Lobo	308 00
London	920 00
McGillivray	322 00
Metcalfe	180 00
Mosa	291 00
Nissouri, West	313 00
Westminster	527 00
Williams, East	157 00
Williams, West	162 00
Total	\$4,904 00

21. COUNTY OF NORFOLK.

Charlotteville	\$377 00
Houghton	237 00
Middleton	289 00
Townsend	455 00
Walsingham, North	223 00
Walsingham, South	204 00
Windham	397 00
Woodhouse	262 00
Total	\$2,444 00

22. COUNTY OF NORTHUMBER-
LAND.

Alnwick	\$122 00
Brighton	296 00
Gramahé	275 00
Haldimand	393 00

COUNTY OF NORTHUMBERLAND.—
Con.

Municipalities.	Apportionment.
Hamilton	440 00
Monaghan, South	106 00
Murray	315 00
Percy	318 00
Seymour	346 00
Total	\$2,611 00

22. (a) COUNTY OF DURHAM.

Cartwright	\$208 00
Cavan	295 00
Clarke	397 00
Darlington	459 00
Hope	382 00
Manvers	341 00
Total	\$2,082 00

23. COUNTY OF ONTARIO.

Brock	\$436 00
Mara	296 00
Pickering	632 00
Rama	150 00
Reach	392 00
Scott	257 00
Seugog Island	57 00
Thorah	156 00
Uxbridge	327 00
Whitby, East	303 00
Whitby	250 00
Total	\$3,256 00

24. COUNTY OF OXFORD.

Blandford	\$192 00
Blenheim	505 00
Dereham	417 00
Nissouri, East	282 00
Norwich, North	268 00
Norwich, South	300 00
Oxford, North	149 00
Oxford, East	243 00
Oxford, West	244 00
Zorra, East	483 00
Zorra, West	294 00
Total	\$3,377 00

25. COUNTY OF PEEL.

Albion	\$256 00
Caledon	468 00
Chinguaousy	441 00
Gore of Toronto	96 00
Toronto	594 00
Total	\$1,855 00

26. COUNTY OF PERTH.

Municipalities.	Apportionment.
Blanchard	\$301 00
Downie	289 00
Easthope, North	259 00
Easthope, South	223 00
Ellice	323 00
Elma	453 00
Fullarton	259 00
Hibbert	181 00
Logan	336 00
Mornington	339 00
Wallace	327 00
Total	\$3,290 00

27. COUNTY OF PETERBOROUGH.

Anstruther	\$33 00
Asphodel	193 00
Belmont	218 00
Burleigh	41 00
Cavendish	16 00
Chandos	95 00
Douro	256 00
Dummer	215 00
Ennismore	93 00
Galway	110 00
Harvey	118 00
Methuen	29 00
Monaghan, North	107 00
Otonabee	380 00
Smith	321 00
Total	\$2,225 00

28. COUNTY OF PRESCOTT.

Alfred	\$31 00
Caledonia	108 00
Hawkesbury, East	273 00
Hawkesbury, West	320 00
Longueuil	55 00
Plantagenet, North	314 00
Plantagenet, South	204 00
Total	\$1,305 00

28 (a) COUNTY OF RUSSELL.

Cambridge	\$153 00
Clarence	126 00
Cumberland	322 00
Russell	134 00
Total	\$735 00

29. COUNTY OF PRINCE EDWARD

Ameliasburg	\$354 00
Athol	120 00
Hallowell	371 00
Hillier	169 00
Marysburg, North	131 00
Marysburg, South	160 00
Sophiasburg	212 00
Total	\$1,517 00

30. COUNTY OF RENFREW.

Municipalities.	Apportionment.
Admaston	\$252 00
Alcona, South	115 00
Alice and Fraser	241 00
Bagot and Blithfield	181 00
Brougham	49 00
Bromley	136 00
Brudenell and Lynedoch	167 00
Grattan	222 00
Griffith and Matawatchan	55 00
Hagarty, Jones, Sherwood, Richards and Burns	201 00
Head, Clara and Maria	41 00
Horton	173 00
McNab	413 00
Pembroke	100 00
Petewawa	127 00
Radcliffe	38 00
Raglan	89 00
Rolph, Wylie, McKay, Buchanan	120 00
Ross	241 00
Sebastopol	77 00
Stafford	106 00
Westmeath	391 00
Wilberforce and Algona, North	293 00
Total	\$3,831 00

31. COUNTY OF SIMCOE.

Adjala	\$192 00
Essa	493 00
Floss	412 00
Gwillimbury, West	264 00
Innisfil	379 00
Matchedash	44 00
Medonte	464 00
Nottawasaga	606 00
Orillia	455 00
Oro	462 00
Sunnidale	251 00
Tay	593 00
Tiny	397 00
Tecumseth	365 00
Tossorontio	166 00
Vespra	323 00

Total\$5,866 00

32. COUNTY OF STORMONT.

Cornwall	\$616 00
Finch	387 00
Osnabrock	584 00
Roxborough	414 00

Total\$2,001 00

32. (a) COUNTY OF DUNDAS.

Matilda	\$428 00
Mountain	348 00
Williamsburg	463 00
Winchester	397 00

Total\$1,636 00

32 (b) COUNTY OF GLENGARRY.

Municipalities.	Apportionment.
Charlottenburg	\$538 00
Kenyon	417 00
Lancaster	408 00
Lochiel	390 00
Total	\$1,815 00

33. COUNTY OF VICTORIA.

Bexley	\$104 00
Carden	82 00
Dalton	61 00
Eldon	346 00
Emily	244 00
Fenelon	266 00
Laxton, Digby and Longford	89 00
Mariposa	464 00
Ops	274 00
Somerville	222 00
Verulam	223 00
Total	\$2,375 00

34. COUNTY OF WATERLOO.

Dumfries, North	\$236 00
Waterloo	729 00
Wellesley	444 00
Wilnot	530 00
Woolwich	476 00
Total	\$2,415 00

35. COUNTY OF WELLAND.

Bertie	\$340 00
Crowland	115 00
Humberstone	311 00
Pelham	293 00
Stamford	207 00
Thorold	209 00
Wainfleet	299 00
Willoughby	107 00
Total	\$1,881 00

36. COUNTY OF WELLINGTON.

Arthur	\$263 00
Eramosa	317 00

COUNTY OF WELLINGTON.—Con.

Municipalities.	Apportionment.
Erin	402 00
Garafraxa, West	\$260 00
Guelph	268 00
Luther, West	244 00
Maryborough	352 00
Minto	349 00
Nichol	190 00
Peel	424 00
Pikington	156 00
Puslinch	348 00
Total	\$3,573 00

37. COUNTY OF WENTWORTH.

Ancaster	\$433 00
Barton	448 00
Beverly	401 00
Binbrook	144 00
Flamborough, East	292 00
Flamborough, West	340 00
Glanford	176 00
Slatfleet	402 00
Total	\$2,696 00

38. COUNTY OF YORK.

Etobicoke	\$452 00
Georgina	198 00
Gwillimbury, East	401 00
Gwillimbury, North	189 00
King	582 00
Markham	567 00
Scarborough	427 00
Vaughan	507 00
Whitchurch	373 00
York	1,231 00
Total	\$4,927 00

39. DISTRICTS.

Algoma, Muskoka, Nipissing, Parry Sound, Rainy River, and Thunder Bay, including rural, public and separate schools, but not any town or village named on this list	\$40,000 00
Total	\$40,000 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1904.

School Sections.	Apportionment.
Adjala	10 \$26 00
Alfred	3 18 00
do	6 22 00
do 7 (with 8, Plantagenet, South)	9 00 00
do	7 33 00
do	8 46 00
do	9 25 00
do	10 78 00
do	11 18 00
do	12 25 00
do	13 30 00

School Sections	Apportionment.
Alfred	14 14 00
do	15 24 00
Admaston	4 17 00
Anderdon 2, 5 and 8 (with 6 and 9 Sandwich West)	30 00
do	3 and 4 19 00
Arthur	6 31 00
do	10 34 00
Ashfield	2 38 00
Asphodel	4 21 00
Augusta	15 11 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1904.—Continued.

School Sections.	Apportionment.		School Sections.	Apportionment	
Balfour, 1, with 1 Rayside (District of Algoma)			Dover.....	3	60 00
Biddulph.....	3	11 00	do	7	32 00
do	4	33 00	do	9	39 00
do	6	22 00	Dunnett and Rutter, 1 (District of Nipissing).....		
(with 1 McGillivray)		11 00	Edwardsburg.....	2	5 00
Bonfield, 1A, 1B, 2, 4 (District of Nipissing)			Ellice.....	1	4 00
Brant (with 3 Greenock) ..	2	9 00	do	6 to be app'd	
Brighton.....	1 (15)	17 00	do	7	18 00
Bromley.....	4	15 00	Ferris, 3 (District of Nipissing) ..		
do	6	25 00	do 4.....		
do	7	46 00	Finch.....	5	56 00
Brougham.....	1	14 00	Flamborough, West.....	2	6 00
Burgess, North.....	2	21 00	Gibbons, 1 (District of Nipissing) ..		
do	4	14 00	Greenock, 3 (with 2 Brant)		66 00
do	6	10 00	Glenelg.....	5	15 00
Caledonia	3, 4 and 10	12 00	do	7	27 00
do 6 (with 7 Plantagenet S.) ..		15 00	Gloucester, 1 (with 3 Osgoode)		9 00
do	10	17 00	do	4, 5 and 12	7 00
do	12	33 00	do	14	30 00
do	13	15 00	do	15	67 00
Cambridge.....	3	25 00	do	17	22 00
do	4	19 00	do	20	16 00
do	5	32 00	do	22	13 00
do	6	20 00	do	25	96 00
do	6 and 7	43 00	do	26	19 00
do	14P	18 00	Griffith, etc.....	3	13 00
Carrick.....	1	30 00	Hagarty.....	4	44 00
do (with 1 Culross).....	1	64 00	do	12	50 00
do	2	19 00	Haldimand	2	27 00
do (with 2 Culross)	2	12 00	do	14	19 00
do	4	29 00	Harwich.....	9	26 00
do	14	113 00	Hawkesbury, East.....	2	58 00
Charlottenburg.....	15	44 00	do	4	15 00
do	16	25 00	do	6	14 00
Chisholm and Boulter.....	1 (Nipissing)		do	7	101 00
Chisholm.....	2 do		do	10	54 00
Clarence.....	3	14 00	do	11	30 00
do	5	85 00	do	12	14 00
do	6	52 00	do	15	24 00
do	8	39 00	do	16	11 00
do	11	28 00	Hay.....	1	41 00
do	12	19 00	do	11 to be app'd	
do	13	11 00	Hibbert (1).....	3	21 00
do	14	23 00	do 2 (with McKillop & Logan) ..		39 00
do	16	29 00	do 3 (with McKillop, etc.) ..		3 00
do	17	21 00	Howe Island ..	1	12 00
do	18	19 00	do	2	18 00
do	19	12 00	do	3	20 00
do	20	14 00	Holland, etc.....	3	18 00
do	21	28 00	Hullett.....	2	19 00
Cornwall	1	14 00	Keewatin, 1 (see District of Algoma) ..		
do	16	65 00	Kenyon.....	12	15 00
Crosby, North.....	4	67 00	Kingston	8	18 00
do	7	4 00	Lancaster.....	14	43 00
Culross (with 1 Carrick).....	1	77 00	Lochiel.....	11	22 00
do (with 2 Carrick).....	2	14 00	do	12A	34 00
Cumberland	10	5 00	do	12B	51 00
do	11	18 00	Longueuil, West ..	2	21 00
do	13	16 00	do	4A	26 00
do	14	32 00	do	7	19 00
Dilke, 6 (District of Algoma) ..			Loughboro'	2	11 00
Downie.....	9	33 00	do	10	12 00

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1904.—Concluded.

School Sections.	Apportionments.		School sections.	Apportionment.	
Maidstone.....	1	48 00	Russell	7	21 00
do	2	23 00	do	8	28 00
do 4 (with 2 Rochester) ..	20	20 00	do	13	16 00
do 8 (with 5 Sandwich S) ..	27	27 00	do	14	18 00
Malden.....	3A	33 00	Sandwich, East.....	1	110 00
do	3B	21 00	do	2	19 00
Mara.....	3	60 00	do	3	19 00
March.....	3	43 00	do	4	89 00
Marmora and Lake.....	1	14 00	do West.....	1	38 00
Matawatchan.....	3	27 00	do	4	23 00
Moore.....	3, 4 and 5	10 00	do 6 and 9 (with 2, 5, 8, ..		
Mornington.....	4	26 00	Anderdon.....		26 00
McGillivray, 1 (with 9 Biddulph) ..	9	9 00	Sandwich, South, 5 (with 8 Maidstone) ..		26 00
McKillop.....	1	21 00	do	7	26 00
do 3 (with Hibbert) ..	6	6 00	Seymour, 12 (with 12 Percy) ..		3 00
do (2 Hibbert, etc.) ..	11	11 00	Sheffield.....	5	28 00
Nepean.....	7	30 00	Sherwood.....	6	61 00
do	15	93 00	Sombra.....	5	16 00
Nichol.....	1	15 00	Stafford.....	2	25 00
Normanby.....	5	16 00	Stephen.....	6	33 00
do	10	16 00	Springer, 1 (District of Nipissing) ..		
Osgoode.....	1	15 00	do 2 do do ..		
do	2 (15)	9 00	do 3 do do ..		
do 3 (with 1 Gloucester) ..	11	11 00	Stanley.....	1 to be app'd	
Papineau, 1 (see District of Nipissing)			Sydenham.....	7	8 00
do 2 do do ..			Tilbury, North.....	1	60 00
Papineau 2B do do ..			do	2	37 00
Peel.....	8	20 00	do	6	29 00
do	12	17 00	do	7	45 00
Percy.....	5	10 00	do 11 (with 10 Rochester) ..		22 00
do 12 (with 12 Seymour) ..	3	3 00	Tilbury, West.....	11	27 00
Plantagenet, North	4	16 00	do East (inc. arrears) ..	1	18 00
do	7	23 00	do	3 to be app'd	
do	8	59 00	Tiny	2	94 00
do	9	33 00	Toronto Gore.....	6	13 00
do	12	9 00	Tyendinaga.....	18	13 00
Plantagenet, South.....	4	51 00	do	20	20 00
do 7 (with 6 Cale-			do	24	20 00
do	7	39 00	do	28	13 00
donia).....		13 00	do	30	17 00
Plantagenet, South	8	24 00	Vespra.....	7	4 00
do 8 (with 7 Alfred) ..	7	7 00	Waterloo.....	13	61 00
do	11 to be app'd		Wawanosh, West.....	1	19 00
Portland.....	11	16 00	Wellesley.....	5	17 00
Proton.....	6	15 00	do	9 & 10	24 00
Raleigh.....	4	8 00	do	11	73 00
do	5	24 00	do	12	3 00
do	6	20 00	Westminster.....	13	10 00
Rayside, 1 (with 1 Balfour) Algoma ..			Widdifield, 2 (District of Nipissing) ..		
Richmond.....	10 and 17	14 00	Williams, West.....	10	15 00
Rochester, 2 (with 4 Maidstone) ..	22	22 00	Wilmot.....	15 1/2	60 00
do	3	69 00	Winchester.....	12 (with Russell)	13 00
do	6	55 00	Windham.....	8	46 00
do	7	47 00	Wolfe Island.....	1	9 00
do	9 and 14	37 00	do	2	13 00
do 10 (with 11 Tilbury, N.) ..	10	10 00	do	4	30 00
Roxboro'.....	12	84 00	do	7	15 00
do	16	31 00	Woolwich	10	26 00
Russell, 1 (with 12 Winchester) ..	6	6 00	Yonge and Escott R.	4	11 00
do	4	18 00	York	1	33 00
do	6	101 00			

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1904.

CITIES	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Belleville	921 00	286 00	1,207 00
Brantford	2,005 00	240 00	2,245 00
Chatham	920 00	199 00	1,119 00
Guelph	1,118 00	258 00	1,376 00
Hamilton	5,523 00	1,120 00	6,643 00
Kingston	1,754 00	459 00	2,213 00
London	4,211 00	654 00	4,865 00
Niagara Falls	784 00	122 00	896 00
Ottawa	3,497 00	3,975 00	7,472 00
St. Catharines	1,023 00	272 00	1,295 00
St. Thomas	1,267 00	185 00	1,452 00
Stratford	1,143 00	247 00	1,390 00
Toronto	22,803 00	3,762 00	26,565 00
Windsor	1,135 00	492 00	1,127 00
Woodstock	1,061 00	66 00	1,627 00
Total	\$49,165 00	\$12,327 00	\$61,492 00
TOWNS.			
Alexandria	65 00	185 00	250 00
Alliston	152 00	.....	152 00
Almonte	270 00	85 00	355 00
Amherstburg	130 00	134 00	264 00
Arnprior	275 00	174 00	449 00
Aurora	201 00	.....	201 00
Aylmer	265 00	.....	265 00
Barrie	626 00	116 00	742 00
Berlin	978 00	291 00	1,269 00
Blenheim	187 00	.....	187 00
Bothwell	104 00	.....	104 00
Bowmanville	339 00	.....	339 00
Bracebridge	323 00	.....	323 00
Brampton	345 0	.....	345 00
Brockville	836 00	256 00	1,092 00
Bruce Mines	87 00	.....	87 00
Cache Bay	69 00	.....	69 00
Carleton Place	503 00	.....	503 00
Clinton	277 00	141 00	277 00
Cobourg	362 00	.....	503 00
Collingwood	850 00	.....	850 00
Copper Cliff	261 00	407 00	261 00
Cornwall	321 00	.....	728 00
Deseronto	429 00	.....	429 00
Dresden	193 00	91 00	193 00
Dundas	324 00	.....	415 00
Dunnville	269 00	.....	269 00
Durham	208 00	.....	208 00
East Toronto	211 00	.....	211 00
Essex	177 00	.....	177 00
Forest	191 00	(in town gt.)	191 00
Fort Frances	94 00	171 00	94 00
Fort William	523 00	62 00	694 00
Galt	923 00	.....	985 00
Gananoque	447 00	58 00	447 00
Goderich	429 00	.....	487 00
Gore Bay	87 00	.....	87 00
Gravenhurst	267 00	.....	267 00
Harriston	219 00	226 00	219 00
Hawkesbury	32 00	.....	258 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1904.—Continued.

TOWNS.—Continued.	Public Schools.	Separate Schools.	Total
	\$ c.	\$ c.	\$ c.
Hespeler	295 00		295 00
Huntsville	267 00	57 00	267 00
Ingersoll	499 00		556 00
Kincardine	291 00		291 00
Kingsville	202 00		202 00
Leamington	318 00		318 00
Lindsay	650 00	210 00	860 00
Listowel	327 00		327 00
Little Current	121 00		121 00
Mattawa	34 00	137 00	171 00
Meaford	243 00		243 00
Midland	459 00		459 00
Mitchell	226 00		226 00
Milton	140 00		140 00
Mount Forest	251 00		251 00
Napanee	348 00		348 00
New Liskeard	121 00		121 00
Newmarket	259 00	32 00	291 00
Niagara	174 00		174 00
North Bay	282 00	159 00	441 00
North Toronto	244 00		244 00
Oakville	186 00	23 00	209 00
Orangeville	312 00		312 00
Orillia	485 00	130 00	615 00
Oshawa	466 00	57 00	523 00
Owen Sound	1,072 00	70 00	1,142 00
Palmerston	171 00		171 00
Parkhill	138 00	29 00	167 00
Paris	368 00	52 00	420 00
Parry Sound	340 00		340 00
Pembroke	325 00	289 00	614 00
Penetanguishene	338 00		338 00
Perth	309 00	143 00	452 00
Peterborough	1,138 00	479 00	1,617 00
Petrolia	475 00		475 00
Pictou	380 00	38 00	418 00
Port Arthur	401 00	143 00	544 00
Port Hope	498 00		498 00
Prescott	249 00	102 00	351 00
Preston	238 00	54 00	292 00
Rainy River	170 00	(in town gt.)	170 00
Rat Portage	454 00	102 00	556 00
Renfrew	236 00	157 00	393 00
Ridgetown	274 00		274 00
Sandwich	88 00	110 00	198 00
Sarnia	855 00	117 00	972 00
Sault Ste. Marie	829 00	143 00	972 00
Seaforth	210 00	47 00	257 00
Simcoe	364 00		364 00
Smith's Falls	632 00		632 00
Stayner	139 00		139 00
Sturgeon Falls	105 00	153 00	258 00
St. Mary's	368 00	46 00	414 00
Strathroy	373 00		373 00
Sudbury	78 00	107 00	185 00
Thessalon	132 00		132 00
Thornbury	95 00		95 00
Thorold	166 00	83 00	249 00
Tillsonburg	272 00		272 00
Toronto Junction	842 00		842 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1904.—Continued.

TOWNS.—Continued.	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Trenton	371 00	129 00	500 00
Uxbridge	192 00	.. ..	192 00
Vankleek Hill	127 00	152 00	279 00
Walkerton	252 00	113 00	365 00
Walkerville	193 00	.. ..	193 00
Wallaceburg	309 00	69 00	378 00
Waterloo	363 00	75 00	438 00
Welland	202 00	.. ..	202 00
Whitby	243 00	32 00	275 00
Warton	297 00	.. ..	297 00
Wingham	275 00	.. ..	275 00
Total	\$35,995 00	\$6,236 00	\$42,231 00
INCORPORATED VILLAGES.			
Acton	170 00	.. ..	170 00
Ailsa Craig	85 00	.. ..	85 00
Alvinston	97 00	.. ..	97 00
Arkona	54 00	.. ..	54 00
Arthur	77 00	65 00	142 00
Athens	107 00	.. ..	107 00
Ayr	102 00	.. ..	102 00
Bath	46 00	.. ..	46 00
Bayfield	65 00	.. ..	65 00
Beamsville	94 00	.. ..	94 00
Beaverton	90 00	.. ..	90 00
Beeton	81 00	.. ..	81 00
Belle River	7 00	59 00	66 00
Blyth	105 00	.. ..	105 00
Bobcaygeon	108 00	.. ..	108 00
Bolton	78 00	.. ..	78 00
Bradford	116 00	.. ..	116 00
Bridgeburg	156 00	.. ..	156 00
Brighton	158 00	.. ..	158 00
Brussels	121 00	23 00	144 00
Burk's Falls	148 00	.. ..	148 00
Burlington	95 00	.. ..	95 00
Caledonia	146 00	.. ..	146 00
Campbellford	97 00	.. ..	97 00
Cannington	294 00	.. ..	294 00
Cardinal	152 00	.. ..	152 00
Casselman	154 00	.. ..	154 00
Cayuga	27 00	86 00	113 00
Chesley	113 00	.. ..	113 00
Chesterville	212 00	.. ..	212 00
Chippawa	108 00	.. ..	108 00
Clifford	64 00	.. ..	64 00
Cobden	72 00	.. ..	72 00
Colborne	86 00	.. ..	86 00
Creemore	120 00	.. ..	120 00
Delhi	71 00	.. ..	71 00
Drayton	96 00	.. ..	96 00
Dundalk	96 00	.. ..	96 00
Dutton	97 00	.. ..	97 00
Eganville	105 00	.. ..	105 00
Elmira	71 00	63 00	134 00
Elora	143 00	.. ..	143 00
Elora	70 00	.. ..	70 00
Embro	63 00	.. ..	63 00
Erin .....	.. ..	.. ..	.. ..

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1904—Continued.

INCORPORATED VILLAGES.— <i>Con.</i>	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Exeter	230 00	.....	230 00
Fenelon Falls	141 00	.....	141 00
Fergus	169 00	10 00	179 00
Fort Erie	105 00	.....	105 00
Garden Island	29 00	.....	29 00
Georgetown	161 00	.....	161 00
Glencoe	118 00	.....	118 00
Grand Valley	98 00	.....	98 00
Grimsby	111 00	.....	111 00
Hagersville	115 00	.....	115 00
Hastings	55 00	36 00	91 00
Hanover	178 00	.....	178 00
Havelock	120 00	.....	120 00
Hensall	88 00	.....	88 00
Hintonburg	172 00	168 00	340 00
Holland Landing	50 00	.....	50 00
Iroquois	119 00	.....	119 00
Kemptville	160 00	.....	160 00
Lakefield	142 00	.....	142 00
Lanark	105 00	.....	105 00
Lancaster	65 00	.....	65 00
L'Orignal	110 00	36 00	146 00
Lucan	98 00	.....	98 00
Lucknow	121 00	.....	121 00
Madoc	135 00	.....	135 00
Markdale	115 00	.....	115 00
Markham	119 00	.....	119 00
Marmora	98 00	.....	98 00
Maxville	91 00	.....	91 00
Merrickville	116 00	.....	116 00
Merriton	157 00	41 00	198 00
Millbrook	106 00	.....	106 00
Milverton	85 00	.....	85 00
Morrisburg	185 00	.....	185 00
Newboro'	54 00	.....	54 00
Newburgh	68 00	.....	68 00
Newbury	43 00	.....	43 00
Newcastle	69 00	.....	69 00
New Hamburg	153 00	.....	153 00
Norwich	151 00	.....	151 00
Norwood	105 00	.....	105 00
Oil Springs	116 00	.....	116 00
Omeme	75 00	.....	75 00
Ottawa East	85 00	96 00	181 00
Paisley	121 00	.....	121 00
Point Edward	128 00	.....	128 00
Portsmouth	50 00	24 00	74 00
Port Carling	33 00	.....	33 00
Port Colborne	151 00	.....	151 00
Port Dalhousie	84 00	34 00	118 00
Port Dover	139 00	.....	139 00
Port Elgin	162 00	.....	162 00
Port Perry	171 00	.....	171 00
Port Rowan	88 00	.....	88 00
Port Stanley	66 00	.....	66 00
Richmond	54 00	.....	54 00
Richmond Hill	82 00	.....	82 00
Rockland	18 00	141 00	159 00

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1904.—Concluded.

INCORPORATED VILLAGES.— <i>Con.</i>	Public Schools.	Separate Schools.	Total.
	\$ c.	\$ c.	\$ c.
Shelburne	143 00	.. .. .	143 00
Southampton	204 00	.. .. .	204 00
Springfield	59 00	.. .. .	59 00
Stirling	99 00	.. .. .	99 00
Stouffville	159 00	.. .. .	159 00
Streetsville	60 00	.. .. .	60 00
Sundridge	48 00	.. .. .	48 00
Sutton	77 00	.. .. .	77 00
Tara	79 00	.. .. .	79 00
Teeswater	116 00	.. .. .	116 00
Thamesville	96 00	.. .. .	96 00
Thedford	73 00	.. .. .	73 00
Tilbury	64 00	66 00	130 00
Tiverton	65 00	.. .. .	65 00
Tottenham	62 00	.. .. .	62 00
Tweed	125 00	30 00	155 00
Vienna	40 00	.. .. .	40 00
Wardville	38 00	.. .. .	38 00
Waterdown	71 00	.. .. .	71 00
Waterford	127 00	.. .. .	127 00
Watford	167 00	.. .. .	167 00
Wellington	83 00	.. .. .	83 00
Weston	120 00	15 00	135 00
Winchester	144 00	.. .. .	144 00
Woodbridge	79 00	.. .. .	79 00
Woodville	62 00	.. .. .	62 00
Wyoming	89 00	.. .. .	89 00
Wroxeter	64 00	.. .. .	64 00
Total	\$13,563 00	\$993 00	\$14,556 00

SUMMARY OF APPORTIONMENT FOR 1904.

COUNTIES.	Public Schools.	Separate Schools.	Totals.
	\$ c.	\$ c.	\$ c.
1. Brant	1,571 00	.. .. .	1,571 00
2. Bruce	4,013 00	433 00	4,446 00
3. Carleton	2,927 00	480 00	3,407 00
4. Dufferin	1,853 00	.. .. .	1,853 00
5. Elgin	2,895 00	.. .. .	2,895 00
6. Essex	2,941 00	1,057 00	3,998 00
7. Frontenac	2,289 00	174 00	2,463 00
8. Grey	5,719 00	115 00	5,834 00
9. Haldimand	1,780 00	.. .. .	1,780 00
10. Haliburton	728 00	.. .. .	728 00
11. Halton	1,406 00	.. .. .	1,406 00
12. Hastings	3,949 00	97 00	4,046 00
13. Huron	4,850 00	188 00	5,038 00
14. Kent	3,788 00	227 00	4,015 00
15. Lambton	3,957 00	26 00	3,983 00
16. Lanark	2,231 00	45 00	2,276 00
17. Leeds and Grenville	3,902 00	98 00	4,000 00
18. Lennox and Addington	2,088 00	42 00	2,130 00
19. Lincoln	1,487 00	.. .. .	1,487 00

SUMMARY OF APPORTIONMENT FOR 1904---Concluded.

COUNTIES.— <i>Con.</i>	Public Schools.	Separate Schools.	Total.
	\$ c	\$ c	\$ c
20. Middlesex	4,904 00	111 00	5,015 00
21. Norfolk	2,444 00	46 00	2,490 00
22. Northumberland and Durham	4,693 00	79 00	4,772 00
23. Ontario	3,256 00	60 00	3,316 00
24. Oxford	3,377 00		3,377 00
25. Peel	1,855 00	13 00	1,868 00
26. Perth	3,290 00	144 00	3,434 00
27. Peterborough	2,225 00	21 00	2,246 00
28. Prescott and Russell	2,040 00	1,925 00	3,965 00
29. Prince Edward	1,517 00		1,517 00
30. Renfrew	3,831 00	337 00	4,168 00
31. Simcoe	5,866 00	124 00	5,990 00
32. Stormont, Dundas and Glengarry	5,452 00	497 00	5,949 00
33. Victoria	2,375 00		2,375 00
34. Waterloo	2,415 00	264 00	2,679 00
35. Welland	1,881 00		1,881 00
36. Wellington	3,573 00	117 00	3,690 00
37. Wentworth	2,696 00	6 00	2,702 00
38. York	4,920 00	33 00	4,960 00
Total	\$116,991 00	\$6,759 00	\$123,750 00
39. Districts:—			
(a) Algoma	(f) Thunder Bay		
(b) Muskoka	Exclusive of the		
(c) Nipissing.	towns and vil-	38,800 00	1,200 00
(d) Parry Sound	ages which appear		40,000 00
(e) Rainy River	in the general		
	list		
Total	38,800 00	1,200 00	40,000 00
GRAND TOTALS.			
COUNTIES	\$116,991 00	\$6,759 00	123,750 00
CITIES	49,165 00	12,327 00	61,492 00
TOWNS	35,995 00	6,236 00	42,231 00
VILLAGES	13,563 00	993 00	14,556 00
DISTRICTS	38,800 00	1,200 00	40,000 00
Totals	\$254,514 00	\$27,515 00	\$282,029 00

EXAMINATIONS, 1905. PRESCRIBED TEXTS.

DISTRICT CERTIFICATE.

SCOTT, The Lady of the Lake.

PART II.—JUNIOR LEAVING.

English :

LONGFELLOW, Evangeline, The Day is Done, The Old Clock on the Stairs, The Fire of Driftwood, Resignation, The Warden of the Cinque Ports, The Bridge, A Gleam of Sunshine.

WORDSWORTH, "Three years she grew in sun and shade," "She was a Phantom of delight," "There is a Flower, the lesser Celandine" To a Sky-

lark, ("Ethereal minstrel ! pilgrim of the sky !"), The Green Linnet, to the Cuckoo, "With little here to do or see."

SHAKESPEARE, Macbeth.

Latin :

CORNELIUS NEPOS, Lives of Themistocles and Aristides ; CÆSAR, Bellum Gallicum, Bk. IV. (omitting Chap. 17), and Bk. V., Chaps. 1-23 ; VERGIL, Æneid, Bk. II. (1-505.)

Greek :

Selections from XENOPHON, Anabasis I, in White's Beginner's Greek Book (pp. 304-428), with the Exercises thereon ; HOMER, Iliad I.

German :

GRIMM, Rotkäppchen ; ANDERSEN Wie's der Alte machth, Des neue Kleid, Venedig Rothschild, Der Bär ; ERTL, Himmelsschlüssel ; FROMMEL, Das eiserne Kreuz ; BAUMBACH, Nicotiana, Der Goldbaum ; HEINE, Lorelei, Du bist wie eine Blume ; UHLAND, Schäfer's Sonntagslied, Das Schloss am Meer ; CHAMISSE, Das Schloss Boncourt ; CLAUDIUS, Die Sterne, Der Riese Goliath ; GOETHE, Mignon, Erbkönig, Der Sänger ; SCHILLER, Der Jüngling am Bache.

LEANDER, Träumereien, pp. 45-90 (selected by Van Daell.)

French :

LAMENNAIS, Paroles d'un croyant, Chaps. VII. and XVII. ; PERRAULT, le Maître Chat ou le Chat Botté ; DUMAS, Un nez gelé, and la Pipe de Jean Bart ; ALPHONSE DAUDET, la Dernière classe, and la Chèvre de M. Seguin ; LEGOUVE, la Patte de dindon ; POUVILLON, Hortibus ; LOTI, Chagrin d'un vieux forcat ; MOLIÈRE, l'Avare, Acte III. sc. 5 (Est-ce à votre cocher . . . sous la mienne) ; VICTOR HUGO, Waterloo, Chap. IX. ; ROUGET DE L'ISLE, la Marseillaise ; ARNAULT, la Feuille ; CHATEAUBRIAND, l'Exilé ; THEOPHILE GAUTIER, la Chimère ; VICTOR HUGO, Extase ; LAMARTINE, l'Automne ; DE MUSSET, Tristesse ; SULLY PRUDHOMME, le Vase brisé ; LA FONTAINE, le Chêne et le Roseau.

ERCKMANN-CHATRAIN, Contes fantastiques, pp. 3-69, 121-138, ed by E. S. Joynès (Holt & Co.)

SENIOR LEAVING.

English :

LONGFELLOW, Evangeline, The Day is Done, The Old Clock on the Stairs, The Fire of Driftwood, Resignation, The Warden of the Cinque Ports, The Bridge, A Glean of Sunshine.

WORDSWORTH, "Three years she grew in sun and shade," "She was a Phantom of delight," "There is a Flower, the lesser Celandine," To a Skylark ("Ethereal minstrel ! pilgrim of the sky ;"), The Green Linnet, To the Cuckoo, "With little here to do or see."

SHAKESPEARE : Macbeth, Richard II.

Latin :

CORNELIUS NEPOS, Lives of Themistocles and Aristides ; CÆSAR, Bellum Gallicum, Book IV., omitting Chap. 17 and Book V., Chaps. 1-23 ; VIRGIL, Æneid II., lines 1-505 ; HORACE, Odes I. and II. ; CICERO, In Catilinam I. and III., IV.

Greek :

XENOPHON, Anabasis I. (Chaps. I.-VIII.) ; HOMER, Iliad I., Odyssey XIX. ; LUCIAN, Charon (Heitland) ; LYSTIAS, Contra Eratoshenem.

French :

LAMENNAIS, Paroles d'un croyant, Chaps. VII. and XVII.; PERRAULT, le Maître Chat ou le Chat Botté; DUMAS, Un nez gelé, and la Pipe de Jean Bart; ALPHONSE DAUDET, la Dernière classe, and la Chèvre de M. Seguin; LEGOUVE, la Patte de dindon; POUVILLON, Hortibus; LOTI, Chagrin d'un vieux forcat; MOLIERE, l'Avare, Acte III., sc 5 (Est-ce à votre cocher . . . sous la mienne); VICTOR HUGO, Waterloo, Chap. IX.; ROUGET DE L'ISLE, la Marseillaise; ARNAULT, la Feuille; CHATEAUBRIAND, l'Exilé, THEOPHILE GAUTIER, la Chimère; VICTOR HUGO, Extase; LAMARTINE, l'Automne; De MUSSET, Tristesse; SULLY PRUDHOMME, le Vase brisé; LA FONTAINE, le Chêne et el Roseau.

ERCKMANN-CHATRAIN. Contes fantastiques, pp. 3-69, 121-138, ed. E. S. Joynes (Holt & Co.)

FRANCOIS COPPEE, Contes Choises, ed. by Margaret F. Skeat (Macmillan).

German :

GRIMM, Rotäppchen; ANDERSEN, Wie's der Alte macht, Das neue Kleid, Venedig, Rothschild, Der Bär; ERTL, Himmelsschüssel; FROMMEL, Das eiserne Kreuz; BAUMBACH, Nicotiana, Der Goldbaum; HEINE, Lorelei, Du bist wie eine Blume; UHLAND, Schäfer's Sonntagslied, Das Schloss am Meer; CHAMISSE, Das Schloss Boncourt; CLAUDIUS, Die Sterne, Der Riese Goliath; GOETHE, Mignon, Erlkönig, Der Sänger; SCHILLER, Der Jüngling am Bache.

LEANDER, Träumereien, pp. 45 to 90 (selected by Van Daell).

BAUMBACH, Der Schwiegersohn; ELZ, Er ist nicht eifersüchtig; WICHERT, Post Festum.

Toronto, June, 1904.

TEXT-BOOKS AUTHORIZED FOR USE IN PUBLIC SCHOOLS, HIGH SCHOOLS, AND TRAINING SCHOOLS.

Approved July, 1904.

1. The text-books named in Schedule "A" shall be the authorized text-books for Public Schools. Pupils taking any optional subject in the Public School course may use the text-book authorized in such optional subject. The text-books in French and German are authorized only for schools where the French or German language prevails and where the Trustees, with the approval of the Inspector, require French or German to be taught in addition to English. Text-books marked "optional" shall be introduced into the Public Schools only by resolution of the Board of Trustees. Books authorized in the Lower School of the High School course may be used by pupils taking the corresponding subjects of Continuation classes.

2. The text-books named in Schedule "B" shall be the only authorized text-books in High Schools and Collegiate Institutes for the course of study prescribed in the Lower and Middle Schools. *Books authorized for use in the Public Schools may be used in the Lower School and it is recommended that so far as the Principal may deem desirable, these books be used for the first year instead of the corresponding High School books. For the second special course or more advanced work in the Commercial department, any books recommended by the Principal may be used, with the approval of the High School Board.*

3. The text-books named in Schedule "C" shall be the authorized text-books for Model Schools, Normal Schools and the Ontario Normal College. Only such books shall be used by the teachers-in-training as may be ordered by the Principal.

4. Any text-books used in any school before the 1st July, in 1904, and recommended by resolution of the Trustees to be continued in use, shall be deemed as authorized in such school until further notice. The vertical or slanting copy books heretofore authorized, and published by the Rose Publishing Company, may be used in any Public School.

5. For religious instruction, either the Sacred Scriptures, or the Scripture Readings adopted by the Education Department, shall be used as prescribed by the Regulations of the Education Department.

PUBLIC SCHOOLS. (SCHEDULE A.)

First Reader, Part I., or A Modern Phonic Primer, Part I. (Morang) or The Public School Phonic Reader, Part I.....	\$0 10
First Reader, Part II., or Public School Phonic Primer, Part II., or A Modern Phonic Primer, Part II. (Morang).....	0 15
Second Reader	0 20
Third Reader	0 30
Fourth Reader	0 40
High School Reader	0 50
Public School Arithmetic	0 25
Public School Algebra and Euclid	0 25
Public School Geography, or Morang's Modern Geography.....	0 75
Our Home and its Surroundings (for Junior Classes)	0 40
Public School Grammar	0 25
Morang's Modern English Grammar	0 60
Public School History of England and Canada	0 30
History of the Dominion of Canada (Fifth Form)	0 50
Public School Drawing Course, each number.....	0 05
Public School Physiology and Temperance	0 25
Public School Copy Book	0 07
Practical Speller	0 25
Public School Bookkeeping	0 25
Public School Agriculture	0 30
Public School Domestic Science (optional)	0 50

French-English Readers

First Reader, Part I.....	0 10
First Reader, Part II.....	0 15
Second Reader.....	0 25
Third Reader	0 35

German-English Readers.

Ahn's First German Book	0 25
Ahn's Second German Book	0 45
Ahn's Third German Book	0 45
Ahn's Fourth German Book	0 50
Ahn's First German Reader	0 50

HIGH SCHOOLS AND COLLEGIATE INSTITUTES. (SCHEDULE B.)

English.

High School Reader	0 50
High School English Grammar	0 75
High School English Composition	0 50
High School English Composition (Sykes)	0 40
Elementary English Composition (Sykes)	0 75
High School Composition from Models	

History and Geography

High School Geography (Chase)	\$1 00
Morang's Modern Geography.....	0 75
High School History of England and Canada.....	0 65
Wrong's "The British Nation"	1 00
Myers' Ancient History—Greece and Rome—Can. Ed'n.....	0 75
Botsford's Ancient History for Beginners (Morang).....	1 00
History of the Dominion of Canada—Clement	0 50

Mathematics.

High School Arithmetic	0 60
Arithmetic for High Schools, De Lury	0 60
High School Algebra	0 75
Elements of Algebra, McLellan	0 75
Elementary Plane Geometry, Baker	0 50
High School Euclid, J. S. McKay, or by A. C. McKay and R. A. Thompson (Books I., II., III., 50 cents)	0 75

Classics.

First Latin Book and Reader	1 00
Primary Latin Book and Reader.....	1 00
White's First Green Book	1 25
High School Beginner's Greek Book	1 50

Moderns.

High School French Grammar and Reader.....	1 00
High School German Grammar and Reader	1 00

Science

High School Physical Science, Part I., 50 cents; Part II.....	0 75
High School Botany, Part II.....	0 60
High School Chemistry	0 50

Bookkeeping and Drawing

High School Bookkeeping.....	0 60
High School Drawing Course, each number	0 10

Cadet Drill.

High School Cadet Drill Manual (optional)	0 40
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TRAINING SCHOOLS. (SCHEDULE C.)

County Model Schools.

School Management, Millar.....	1 00
Methods in Teaching, Edited by Tilley	1 50
Public School Physiology and Temperance	0 25
New Psychology, (Chapters 4, 5 and 6 omitted) Gordy.....	1 25
Steps in the Phonic System, Cullin & Niven	0 50
Elementary Phonetics, Burt	0 35
Elementary Treatise on Arithmetic, Taylor	0 50
Mental Arithmetic, McLellan & Ames.....	0 30
Algebraical Exercises, Barnes	0 30
Introductory Geometry, McLean	0 50
A Guide to Nature Study, Crawford	0 90

Normal Schools.

Lectures on Teaching, Fitch..	1 00
School Management, Millar	1 00

Normal Schools.—Continued.

Educational Reformers, Quick	\$1 50
Applied Psychology, McLellan	1 00
First Year at School, Sinclair	0 50
High School Cadet Drill Manual	0 40
Hints on Teaching Arithmetic, McLean.....	0 50
Public School Domestic Science	0 50

Ontario Normal College.

Applied Psychology, McLellan	1 00
Education, Spencer	0 50
School Management, Millar	1 00
School Management, Landon.....	1 50
Educational Reformers, Quick	1 50
High School Cadet Drill Manual	0 40
Physical Culture, Houghton	0 50
Physical Education, MacLaren, Part II., sections II. and III.....	2 00

TEACHERS' READING COURSE FOR 1905. (SCHEDULE D.)

Science of Education (Sinclair)	1 00
A New School Management (Seeley)	1 25
Common Sense Didactics (Sabin)	1 25

LIST OF APPARATUS.

REQUIRED TO PERFORM THE EXPERIMENTS IN THE ELEMENTARY SCIENCE OF
THE FIFTH FORM PUBLIC SCHOOL COURSE, AND OF THE
LOWER SCHOOL OF THE HIGH SCHOOL.

	Probable Cost.
1 Metric Scale, one foot long. The ordinary School Rules graduated in inches and centimeters will answer	\$0 02
1 Metric Stick	0 50
1 Dissected Litre Block.....	2 00
1 Test Tube on Foot	0 10
1 Pinch-Cock	0 15
1 Burette, Mohr's, 50 C. C. graduated in tenths	2 00
1 Measuring Cylinder, 100 C. C. graduated	0 80
3 Beakers, different sizes	0 55
1 Air Pump and Receiver	10 00
1 Elastic Rubber Balloon. A toy balloon answers well	0 10
1 Pendulum Bob	0 25
1 Tuning Fork, Simple Form	0 20
2 Bar Magnets.....	0 50
1 Physical balance, with set of Metric Weights	8 50
1 Spirit Lamp or Bunsen Burner	0 40
1 Caliper, Simple Form	0 50
1 Glass Battery Jar, 9 in. deep, 8 in. diam.	0 50
1 Mortar and Pestle	0 35
2 Pound Glass Tubing, assorted sizes.....	0 50
2 Thistle Tubes	Each 15c. 0 30
1 Transmission of Pressure Apparatus	0 75
1 Archimedes Principle	1 75
1 Globe for weighing air	3 00
1 Barometer Tube, heavy glass	0 50
1 Mariotte's Law Tube	1 50
1 Retort Stand, (two rings)	0 50
3 Small Florence Flasks with perforated rubber corks to fit.....	0 45
1 Florence Flask with wide mouth	0 25
1 Hydrometer Jar	0 45
1 Rubber Cork with two holes to fit Florence Flask with large mouth.....	0 15
1 Weighted Wooden Prism, 1 square Centimeter in sections	0 25
2 Grenet Cells	Each 2.50 5 00

LIST OF APPARATUS.—*Continued.*

	Probable Cost
1 Ball and ring	1 00
Compound Bar	1 00
1 Thermometer, graduated in both Centigrade and Fahrenheit Degrees.....	1 00
1 Calorimeter	2 00
1 Conductometer	1 50
1 Tripod	0 40
1 Horse-shoe Magnet	0 25
1 Compass	0 25
1 Dipping Needle	2 50
1 Decomposition of Water Apparatus	1 50
1 Bar, Soft Iron (round, 6 in. long)	0 20
1 Electric Bell, (small)	1 00
1 Plane Mirror, (small).....	0 25
1 Concave Mirror	1 50
1 Prism	0 50
1 Lift Pump, Glass Model	1 25
1 Force Pump " "	1 25
1 Hydraulic Press, Glass Model	2 00
1 Pneumatic Trough	0 40
4 Glass Bottles. (Pickle bottles will answer)	0 10
4 Glass Slips, 2 inches square, to cover mouth of bottles	0 05
1 Filter Funnel	0 10
2 Test Tube Cleaners	0 20
2 Doz Test Tubes 6 in. x $\frac{5}{8}$ in. with 3 perforated rubber corks to fit.....	0 50
1 Evaporating Dish	0 20
3 Hand Glass Test Tubes	0 30
1 Test Tube Rack	0 25
2 Test Tube Clamps, (wire)	0 30
4 Reagent Bottles 4 oz.	0 50

SUNDRIES.

File, 3 cornered	0 10
Rubber Tubing for connections	0 50
Sheet Rubber	Per sq. foot
Wire Gauze	" "
Insulated Copper Wire	0 10
Sealing Wax	Large stick
Iceland Spar	0 65
Mica	0 10
Sheet Zinc and Sheet Copper, (Pair Elements)	0 15
2 Small Vises for clamping wires	0 80
Piano Wire, 1 spool	0 10
Lodestone, small	0 50
Mercury, 2 lbs.	2 00

CHEMICALS.

$\frac{1}{2}$ lb. Zinc, granulated, $\frac{1}{2}$ lb. Iron filings.
$\frac{1}{2}$ lb. Pot. Chlorate, $\frac{1}{4}$ lb. Manganese Dioxide.
$\frac{1}{2}$ lb. Ammon. Chloride, $\frac{1}{2}$ lb. Lime.
1 lb. Marble, (Limestone will answer).
1 oz. Yellow Phosphorus, 2 oz. Red Oxide of Mercury.
2 oz. Caustic Potash, 8 oz. Limewater.
1 Book each, red and blue Litmus Paper.
6 oz. each of Hydrochloric, Nitric, and Sulphuric Acids.
2 oz. Roll Sulphur, 1 Package Filter paper, (round).
$\frac{1}{2}$ gal. Battery Fluid for Grenet cells, 6 oz. Liquor Ammonia.

BOTANY AND ZOOLOGY.

For the work in Botany and Zoology it is desirable that each Pupil should have a pocket magnifier (30-50 cents). A compound microscope (\$11.00) should also form part of the school equipment for this work.

These, together with a dozen glass slips and cover glasses, and a couple of needles mounted in wooden handles will be found to be all that is necessary for the course. Breeding cages for observing the development of insects may be made from waste crayon boxes or soap boxes by covering one side or end with mosquito netting or a pane of glass.

GENERAL.

A small cupboard should be provided for storing apparatus and chemicals, and a simple laboratory table for carrying out experiments should be in every school where there is no laboratory.

Toronto, August, 1904.

COURSES FOR COMMERCIAL AND ART SPECIALISTS.

Reg. 52. Any person who passes the examination in the subjects set forth in Circular No. 2—Courses for Commercial and Art Specialists—(each paper being valued at 100, and the standard being 40 per cent. in each and 60 per cent. of the aggregate, with 75 per cent. in honors), and who is holder of a High School Assistant's certificate shall be entitled to an Interim Commercial or Art Specialist's certificate.

After the examinations of 1905 the following shall be the details of each course.

I. COMMERCIAL COURSE.

(i) BOOK-KEEPING.

Theoretical Book-keeping. Single and double entry ; general merchandising, commission business, manufacturing ; single proprietor, partnership and corporation accounting, and changing from one form of ownership to another ; plant, labor, material, and departmental accounts ; practical treatment of such accounts as bank, discount, freight, suspense, bad debts, depreciation, etc., columnar cash books, journals, etc., and the various forms of books necessary for the different kinds of business ; manufacturing, trading, and profit and loss accounts, balance sheets ; statements of income and expenditure, and of receipts and disbursements. (One paper.)

Practical Book-keeping. Making the proper records and financial statements from given data. This may take the form of separate questions and problems, or of a set covering a certain period of time (One paper).

(ii) PENMANSHIP.

Theory and practice of penmanship ; position and movement ; principles of letter formation ; graceful, legible business writing ; ledger headings, figures, marking and engrossing (One paper).

(iii) MERCANTILE ARITHMETIC.

Interest, discount, annuities certain, sinking funds, formation of interest and annuity tables, the application of logarithms, stocks and investments, partnership settlements, partial payments, equating or averaging accounts, exchange, practical measurements, and the metric system. (One paper).

(iv.) GENERAL COMMERCIAL KNOWLEDGE.

Business Papers. Receipts, releases, promissory notes, chattel notes, lien notes, instalment notes, drafts, bills of exchange, orders, due bills, deposit slips, checks, bank drafts, draft requisition deposit, receipts, bank pass books, bills, invoices, credit invoices, accounts, monthly statements, warehouse receipts, bills of lading, freight bills, proxies, power of attorneys, agreements, bonds, debentures, leases, instalment scrips, stock certificates, stock transfers.

Business Laws, Banking, etc. Negotiable paper, indorsement, acceptance, discharge, dishonor, protest, negotiability and assignability, accommodation paper, statute of limitations, statute of frauds, interest, money, payments, collection of accounts, partnership, joint stock companies, insurance; liability as partner, shareholder, director, agent, indorser, etc.; contracts—kinds, parties to, consideration, etc.; property, real and personal; mortgages, chattel and real estate; guarantee and suretyship; shipper and carrier; mechanics' lien; landlord and tenant—rights, duties and liabilities; principal and agent—relation to each other and to third parties; master and servant—relations, rights, duties, and liabilities; wills and succession duties; copyrights, trade marks, industrial designs, patent rights—purpose and legal requirements; banking—organization, business, note issue, redemption fund, crossed checks, etc.; balance of trade—meaning, and effect on an exchange.

Statutory Requirements. Relating to companies, partnerships, insolvency, and winding up acts. (One paper).

(v.) AUDITING.

Object, scope, and advantages of an audit; preliminary steps; instructions to the book-keeper before an audit; continuous and complete audits; relation to prior audits; vouchers; trial balances and balanced books; individual, partnership, and company ownership; methods of accounting; different classes of audits, as commercial, mining, financial; valuation and verification of assets and liabilities; depreciation, discounts, bad and doubtful debts, reserve funds, etc.; preliminary expenses, directors' fees, etc.; foreign exchange; nature of profits; forms of accounts and balance sheets; auditors' reports, recommendations, and certificates. (One paper).

(vi.) ECONOMICS.

The principles of production, distribution, exchange and consumption; value and price; land, labor, and capital; rent, wages, and interest; monopolies, etc. (One paper).

(vii.) STENOGRAPHY.

Theory. The principles of Phonography by Isaac Pitman.

Practice. Writing from dictation at a speed of sixty words per minute, and accurate transcription into long hand at a speed of twelve words per minute; the dictated matter to comprise business correspondence and legal documents. (Two papers).

(viii.) HISTORY OF COMMERCE, AND TRANSPORTATION.

Ancient and mediaeval commerce; commercial significance of the great geographical discoveries of the fifteenth century; the Dutch commercial ascendancy; struggle of the English, French, and Dutch for the

first place in commerce ; the English industrial revolution ; commercial significance of the Napoleonic wars ; England's industrial and commercial supremacy ; French industry and commerce since the overthrow of Napoleon ; the German Empire and its commercial position ; recent economic growth of Russia ; the Balkan States, and the commercial position of South America, Africa, Asia and Oceania. The growth of commerce and the distribution agencies of Canada and the United States ; markets and public carriers ; growth of the factory system and its relation to agriculture and the development of transportation facilities ; relation of waterways to railways and the distribution of the waterways of the country and their effect on domestic commerce. (One paper).

NOTE.—The examinations for commercial specialists will be held in July at the same centres as the other departmental examinations.

BOOKS OF REFERENCE RECOMMENDED.

- Canadian Accountant. J. W. Johnston, Belleville.
 Canadian Standard Bookkeeping. J. W. Westervelt, London.
 Joint Stock Company Accounts. D. Hoskins, Toronto.
 Accounting in Theory and Practice. Geo. Lisle. Wm. Green & Co., Edinburgh.
 Penman's Art Journal, (commence with September No.) 203 Broadway, New York.
 The Theory of Finance. Geo. D. King, C. & E. Layton, Farringdon St., London, E.C., Eng.
 Digest of Canadian Mercantile Law. W. H. Anger, Toronto.
 Shareholders' Manual. J. D. Warde, Toronto.
 Assignments Act. Cassels. Hunter, Rose & Co., Toronto.
 Auditing (chapters 1, 2, 3, 6, 7, 8). L. R. Dicksee. Gee & Co., London, E.C., Eng.
 Elements of Political Economy. James Bonar. John Murray, Albermarle St., London, Eng.
 Shorthand Instructor. Sir Isaac Pitman. The Copp, Clark Co., Toronto.
 The History of Commerce in Europe. H. de B. Gibbins. The Macmillan Co., London, Eng.
 NOTE.—For The Winding-up Act, see R. S. O.

II. ART COURSE.

(i) FREEHAND DRAWING.

With pencil, pen and ink, charcoal, and black crayon.

- Drawing of common objects from observation and from memory.
 Imaginative Drawing. Illustration of stories.
 Principles of Perspective.
 Outdoor sketching. Sketching through school windows.
 Drawing from the cast and the human figure.
 Rapid memory sketches of figures in motion.
 Composition.
 Representation of flat and relief maps. (Two papers).

(ii.) CLAY MODELLING.

- Common objects. Relief maps. Modelling from the cast.

(iii.) COLOR DRAWING.

Suggestion of form with brush and ink ; representation of common objects in monochrome tints ; primary, secondary, and tertiary colors ; proper combination of colors ; watercolor and colored crayon drawings of common objects ; outdoor sketching ; sketching through the school windows. (One paper.)

(iv.) INDUSTRIAL DESIGN.

In outline and color.

Practical geometry as far as necessary for construction of designs ; principles of design and anatomy of patterns ; units of design adapted from practical and geometrical forms ; designs for floorcloths, wall paper, book-covers, advertisements, etc. (One paper).

(v.) GEOMETRICAL AND MECHANICAL DRAWING.

Problems in practical geometry and perspective ; orthographic and isometric projection ; drawing from specifications ; simple machine drawing ; simple architectural drawing. (One paper).

(vi.) DRAWING ON THE BLACKBOARD.

With white chalk and colored crayons.

Common objects : illustration of nature study, geography, etc.

(vii.) HISTORY OF ART.

An outline of the origin and development of Architecture, Sculpture, and Painting, with some knowledge of the life and works of the great artists of each of the leading periods. (One paper).

NOTE.—(1).—All the examinations for art specialists will be held in July at the Toronto Normal School.

(2).—The examinations in clay modelling, in sketching, and in drawing on the blackboard will be practical.

BOOKS OF REFERENCE RECOMMENDED.

- Light and Shades. Cross. Ginn & Co., Boston.
 New Drawing Course. Vaughan. Nelson & Son, London., Eng.
 Clay Modelling. Holland. Ginn & Co., Boston.
 Manual of Clay Modelling. Unwin. Longmans, Green & Co., London and New York.
 Elementary Brushwork Studies. Yeats. Philip & Son, London, Eng.
 Brushwork Studies. Yeats. Philip & Son, London, Eng.
 Color Study. Cross. Ginn & Co., Boston.
 Design and the Making of Patterns. Hatton. Chapman & Hall, London, Eng.,
 Science and Art of Drawing. Spanton. The MacMillan Co.
 Perspective Drawing. Spanton. The MacMillan Co.
 Mechanical Drawing. Spanton. The MacMillan Co.
 Blackboard Drawing. Seaby. Nelson & Son.

Blackboard Drawing. Whitney. Davis Press, North Scituate, Mass.
 Architectural Drawing. Edminster. The Pratt Institute, Brooklyn,
 N. Y.
 History of Art. DeForest. Dodd, Mead & Co., New York.
 Toronto, September, 1904.

DEPARTMENTAL INSTRUCTIONS.

HIGH SCHOOL ENTRANCE EXAMINATION, 1905.

1. The High School Entrance examinations for 1905 will begin on Wednesday, the 28th of June, at 8.45 a.m., and will be conducted under the provisions of Section 41 of the High School Act and Sections 23-28 of the Regulations, subject to the instructions herein contained.

2. Candidates who purpose writing at the examination must notify the Public School Inspector before the 1st of May.

3. A teacher who has pupils writing at the High School Entrance examination, shall not be eligible to act as an Examiner or Presiding Officer where such pupils are writing.

4. When the County Council recommends the holding of an examination at any place other than the High School, the Presiding Officer shall be paid the sum of \$3 per diem, and travelling expenses for conducting such examination, and the Examiners shall be allowed the sum of \$1 per candidate for reading the answer papers. It shall be lawful for the County Treasurer to pay all the expenses of such examination on the certificate of the County Inspector.

SELECTIONS FOR MEMORIZATION.

Ontario Fourth Reader.

1905.—VII. Boadicea; XIV. Lament of the Irish Emigrant; XXIX. For a' That and a' That; XLVI. Lead Kindly Light; LIV. Lochinvar; LXXXIII. The Influence of Beauty; Sonnet—Night (page 302); CV. Elegy, Written in a Country Churchyard.

1906.—II. I'll Find a Way or Make It; VII. Boadicea; XXI. Oft in the Stilly Night; XXXV. Resignation; XL. Ring out Wild Bells; L. The Prairies; LVI. The Honest Man; LXXXII. The Ocean.

SELECTIONS FOR MEMORIZATION.

Canadian Catholic Fourth Reader.

1905.—VI. Lead, Kindly Light; X. Flow Gently, Sweet Afton; XXXV. Step by Step; LI. Song of the River; LIII. As I Came Down from Lebanon; CI. Inscription for a Spring; CXV. The Bells of Shandon; CXVIII. Elegy, Written in a Country Churchyard.

1906.—VI. Lead Kindly Light; XXVII. Under the Violets; LXXXI. The Angelus; LXXV. To the Dandelion; CXVI. Veni Creator; XCIV. The Combat; LXXXV. A Psalm of Life; LXXXIII. Waterloo.

Duties of Inspector.

5. The Inspector shall notify the Department not later than the 3rd day of May in each year of the number of persons desiring to be examined at any High School or other authorized place within his jurisdiction.

6. In any city or town forming a separate inspectoral division, the Inspector or Inspectors of such city or town shall preside at the examinations, and in conjunction with the Board of Examiners for such city or town shall read the papers and report to the Department.

7. In counties in which more High Schools than one are situated the Inspector for the county shall elect at which High School he will preside, and shall notify the Department of the choice he makes, and in each of the other High Schools the Principal of the High School shall preside.

8. In the case of examinations affiliated with a High School, the Inspector, within whose district such affiliated examinations are held, shall appoint Presiding Officers, who shall be teachers in actual service, notice of which shall be sent to the Education Department; and such Inspector, together with the Examiners of the High School with which the examination is affiliated, shall be the Board of Examiners in all such cases.

9. Where from the number of candidates, or any other cause, additional Presiding Officers are required, the Inspector shall make such appointments as are necessary, preference being given to the other members of the Board of Examiners.

10. Where more examinations than one are held in an inspectoral division, the papers will be sent by the Education Department to the Inspector or the Presiding Officer, as the case may be.

11. The parcel containing the examination papers shall not be opened till the morning of the examination day, nor shall any envelope containing the papers in any subject be opened until the time appointed in the timetable for the examination in such subject.

Duties of Presiding Officers.

12. To be in attendance at the place appointed for the examination at least fifteen minutes before the time fixed for the first subject, and to see that the candidates are supplied with the necessary stationery and seated so far apart as to afford reasonable security against copying.

13. To open the envelope containing the papers in each subject in full view of the candidates, at the time prescribed, and to place one paper on each candidate's desk.

14. To exercise proper vigilance over the candidates to prevent copying, and to allow no candidate to communicate with another, nor permit any person except another Presiding Officer to enter the room during the examination.

15. To see that the candidates promptly cease writing at the proper time, fold and endorse their papers properly, and in every respect comply with the instructions herein contained.

16. To submit the answers of the candidates to the Examiners according to the instructions from the Board.

Duties of Candidates.

17. Every candidate should be in attendance at least fifteen minutes before the time at which the examination is to begin, and shall occupy the seat allotted by the Presiding Officer. Any candidate desiring to move

from his allotted place or to leave the room shall first obtain permission from the Presiding Officer to do so. Any candidate leaving shall not return during the examination in the subject then in hand.

18. Every candidate shall write his answers on one side only of the paper, and number each answer. He shall arrange the sheets numerically, according to the question, and fold them once crosswise, endorsing them with his name, the name of the subject, and the name of the place at which he is examined. A paper shall not be returned to a candidate after being placed in the hands of the Presiding Officer.

19. Any candidate who is found copying from another or allowing another to copy from him, or who brings into the examination room any book, note or paper having any reference to the subject on which he is writing, shall be required by the Presiding Officer to leave the room, and his paper and the papers of all the guilty parties shall be cancelled.

Duties of Examiners.

20. The papers of the different candidates shall be so distributed that the same examiner shall read and value the answers in the same subject throughout.

21. Marks are to be deducted for mis-spelt words and for want of neatness as indicated in regulation 27.

22—(a) The reports of the examiners are to be sent (*by mail*) to the Education Department on or before the 25th day of July by the Public School Inspector.

(b) The bag which contains the question papers is to be returned to the Department (charges prepaid) *at the same time* as the reports are sent.

(c) The answer papers of candidates, unless when specially requested, are not to be forwarded to the Department, but are to be retained by the Inspector until the 1st day of October, *after which no case is to be reconsidered.*

(d) The Inspector shall issue a certificate to each candidate who passes the High School Entrance examination.

TIME TABLE.

HIGH SCHOOL ENTRANCE.

First Day.

A.M.	8.45.....	Reading Instructions.
	9.00—11.00.....	Composition.
	11.10—12.40... ..	Geography.
P.M.	2.00—4.00	English Grammar.
	4.10—4.40.....	Spelling.

Second Day.

A.M.	9.00—11.00... ..	Arithmetic.
	11.10—12.00.....	Writing.
P.M.	2.00—4.00.....	Reading (Written).

Reading (oral) may be taken on the above days at such hours as may suit the convenience of the examiners.

Toronto, October, 1904.

EXAMINATIONS.

INSTRUCTIONS TO PRESIDING OFFICERS, 1905.

Presiding Officers are requested to peruse carefully the following instructions and see that they are fully carried out :—

(1) Each Inspector or such other persons as may be appointed by the Minister, shall receive from the Department or the Inspector, the examination papers, and shall thereupon be responsible for the safe keeping of the bag and its contents until the examination is concluded.

(2) On the receipt of the bag containing the question papers the Presiding Officer will see that *the seal is intact*. The bag can be opened by breaking the wire close to the seal, and when opened the names and numbers of the envelopes containing the question-papers should be verified with the time-table.

(3) The Presiding Officer will satisfy himself that all necessary arrangements are made by the School Board in due time for the examination. If the trustees have not placed a clock in each room used for examination purposes the Presiding Officer shall have power to hire the use of one for each room during the time required for the examination, and charge the same as part of the expenses of the examination.

(4) The Presiding Officer shall, if there is sufficient accommodation and if sufficient papers have been received, admit candidates who through some oversight did not send their applications to the inspector. The names of such candidates are to be entered in the Supplementary List, (Form No. 181), specially provided, with such information as is required of the other candidates. This list and the required part of the fee with one dollar additional as provided, should be sent by the Presiding officer to the Education Department. The remainder of the fee should be sent to the Board that bears the expense of the examination.

(5) The Presiding Officer shall exercise necessary vigilance at all times while the candidates are engaged, and he *shall not give his attention to any work other than that which pertains to his duties as Presiding Officer*. He shall take all necessary care to render it impossible for the instructions to candidates to be violated without his knowledge. This instruction (5) is to be observed however small may be the number of candidates.

(6) It is imperative that the regulations be enforced by the Presiding Officer and strictly observed by the candidates. In particular the examination papers shall be distributed, and the answer papers collected *punctually* at the time indicated in the time-table. The Presiding Officer has no authority to deviate from the official time-table.

(7) (a) In the examination room, candidates, whether writing on the same subject or on different subjects, shall be seated at least five feet apart. All diagrams or maps having reference to the subject of examination shall be removed from the room, and books, papers, etc., removed from the desks; all arrangements shall be completed, and the necessary stationery distributed at least *fifteen minutes* before the time appointed for the commencement of the first subject of the examination, and at last *five minutes* before each other subject is begun.

(b) The necessary stationery includes pens, blotting-paper, black ink of a uniform color, and the authorized examination answer books. Each candidate will receive one examination-book, at the beginning of each examination period and other books as required during said period. No

paper other than the examination-book must be distributed to the candidates, and no paper, examination-book or other book must be brought into the room by any candidate. (The Presiding Officer's attention is called especially to the instructions as to the use of the examination-books on the first page thereof).

(8) No person except the Presiding Officers and any necessary attendants shall be present with the candidates in any room at the examination; and at least one Presiding Officer shall be present during the whole time of the examination in each room occupied by the candidates. A Presiding Officer shall not have in his charge at one time more than twenty-five candidates.

(9) The Presiding Officer shall, as indicated on the time-table, read to the candidates their duties drawing attention to any feature of them that may require special care during the examination, and emphasizing the directions to the candidates as to the manner in which the slips are to be attached to the envelopes. *Great care should be taken in distributing the proper number and kind of envelopes* and examination books and in accounting for such envelopes and examination-books as have been distributed.

(10) *Punctually* at the time appointed for the commencement of each examination, the Presiding Officer shall, in the examination room and in the presence of the candidates and other assistant Presiding Officers (if any), break the seal of the envelopes containing the examination papers, and give them to the assistant officers and to the candidates. The papers of only the subject or subjects required shall be opened at one time. Until the examination in the subject is over no examination papers, other than those which the candidates receive, shall be taken out of the room.

(11) *Punctually* at the expiration of the time allowed, the Presiding Officer shall direct the candidates to stop writing, and cause them to hand in their answer papers *immediately*, duly fastened in the envelopes.

(12) The Presiding Officer shall keep upon his desk the tally-list (check-list of candidates and subjects) and as each paper in any subject is handed in (and he should carefully note the superscription of the envelope—the subject and the candidate's name) he shall check the same by entering the figure "1" opposite the name of the candidate. The Presiding Officer will enter the names of the candidates on the tally-list *in the same order as found on the list of candidates*, (Form 44). After the papers are handed to the Presiding Officer he shall not allow the envelopes to be opened, and he shall be responsible for their safe keeping until transmitted to the Education Department. The answer-envelopes as well as the question-envelopes should be kept in a safe, or in a room with the windows fastened and doors securely locked by a cylinder lock.

(13) For special instructions regarding the examinations in Stenography, Biology, etc., see the circular which is forwarded to each Presiding Officer prior to the examination.

INSTRUCTIONS TO CANDIDATES.

(To be read to candidates as indicated on time-table.)

(1) Each candidate shall satisfy the Presiding Officer as to his personal identity before the commencement of the first day's examination and any person detected in attempting to personate a candidate shall be reported to the Department. The Presiding Officer is authorized to refuse the application of any candidate who presents himself at any cer're other than

that nearest his usual place of residence, unless the candidate's explanation of his course in so presenting himself is in every way satisfactory to the Presiding Officer.

(2) Candidates shall be in their allotted places before the hour appointed for the commencement of the examination. If a candidate be not present till after the appointed time, he shall not be allowed any additional time. No candidate shall be permitted, on any pretence whatever, to enter the room after the expiration of an hour from the commencement of the examination. The Presiding Officer is authorized to refuse admission even within the hour if the candidate's explanation is in any sense unsatisfactory, or if he has reason to suspect collusion between the newly-admitted candidate and the other candidates.

(3) A candidate shall not leave the room within *one hour* after the distribution of the examination papers in any subject; and if he then leave he shall not be permitted to return during the examination on such subject.

(4) Every candidate shall conduct himself in strict accordance with the instructions. Should he violate the instructions to be found in sections 5 and 6 below or on the first page of the examination books; should he take into the room or have in his possession, in his desk, or on his person, any book, notes, paper, or anything from which he may derive assistance; should he talk, whisper, or make signs to another candidate; should he leave his answers so exposed that any candidate may copy from him; should he give or receive aid or extraneous assistance of any kind whatsoever, his examination will be cancelled and he will be debarred from presenting himself at any Departmental examinations for two years. Should the Presiding Officer obtain clear evidence of the violation of these instructions at the time of its occurrence he shall cause the candidate concerned at once to leave the room; he shall strike his name from the list of candidates; and he shall not permit him to return to the room during the remaining part of the examination. If, however, the evidence be not complete at the time, or be obtained after the close of the examination, the Presiding Officer shall report the case to the Department.

(5) Every candidate shall write the name of the subject of examination very distinctly at the top of each page of his examination book. If he write his name or any distinguishing mark on his examination-book, or if he tear any paper from this book, or if he insert in this book any matter not pertinent to the examination, or if he use any paper or book or ink other than that provided, his examination may be cancelled.

(6) The candidate shall write his answers and full solutions on the ruled sides of the leaves of his examination-book or books (if more than one be needed, he may use the unruled sides in preparing the answers in rough. He shall fold his examination book (or books) once across, place it in the envelope provided by the Department, seal the envelope, write on the outside of the envelope the subject of examination only, and on the slip provided, his name in full (surname preceding) and then securely fasten the slip to the envelope, as instructed by the Presiding Officer. Candidates should see that their answers are placed in the proper envelopes. Scholarships and Honour Matriculation Candidates should designate their answers "Pass" or "Honour" according to the papers taken.

(7) Candidates for the Junior or Senior Teachers' Examination who take extra matriculation papers for the purpose of matriculation standing should place their answers in matriculation envelopes and the Presiding Officer shall enter their names (if this has not already been done) on the

matriculation Tally List. Parts A and B of the Matriculation History and Experimental Science papers are to be put in separate envelopes.

Candidates are also reminded that the Presiding Officer is not allowed to make *any explanation* or other statement regarding the probable meaning of any question or to *give any advice* as to what question should be answered by the candidates or how any question should be answered.

(8) Should any error appear to have been made in any question *no attention* shall be drawn to it during the time of examination by either the Presiding Officer or any of the candidates. Candidates may, however, at the end of the examination period submit the matter to the Presiding Officer who, if he considers it necessary, will report on the matter to the Department at the close of the examination.

REPORTS, ETC.

(1) The Presiding Officer shall report to the Education Department at the close of the examination in the "remarks" column of the Diagram Blank, any particulars in which the instructions, etc., were not observed and he shall mention any facts regarding the examination that he deems expedient to have brought before the Board of Examiners. The Presiding Officer and his assistants shall sign a declaration that in all other respects the instructions and regulations were fully complied with.

(2) The Presiding Officer as part of his report to the Department shall send a diagram of each room on the forms provided, showing the position occupied by each candidate and Assistant Presiding Officer during each examination. Candidates shall not be permitted to change positions.

(3) *The Presiding Officer shall not arrange the answer papers according to subjects, but shall arrange them so that all the answers of each candidate for examination shall be sent all-together and in the order in which their names appear on the list of candidates for the Examination (Form 44). To facilitate this elastic bands have been supplied, one for each candidate's set of answers.*

(4) The prompt return of the answers to the Education Department at the close of the respective examination is essential and may be greatly facilitated if the answers are sorted at the close of each day's examination. All diagrams and reports (*except the tally-list*) should be forwarded to the Department *by post* on the respective days that the answers are forwarded. The tally-list of each examination should be returned in its respective bag with the candidate's answer envelopes.

(5) The answers of the candidates taking the (a) the District Certificate Examination and (b) the Commercial Specialists' Examination, together with the corresponding tally-lists shall be returned, *in separate parcels*, securely tied, at the close of those examinations, in one of the bags provided.

(6) The answers of the candidates for (a) the Part II. Junior Teachers', (b) Junior Matriculation and (c) the Senior Teachers', (d) the Honor Matriculation Examinations, together with the corresponding tally-lists shall be returned *in separate parcels*, securely tied, at the close of those examinations, in one of the bags provided.

(7) *The answers of Scholarship candidates, (Pass or Honors) shall be enclosed in the envelopes specially provided (red) shall be made up in a separate parcel and shall be returned to the Department in the same bag as the Matriculation and Teachers' answers papers.*

(8) (a) Each bag shall be so folded and tied that the words "The property of the Education Department" will be outwards. The shipping tag should be securely attached to the strap on each bag.

(b) All the express charges must be prepaid, and no commercial value should be placed upon the bags and contents.

(c) All surplus examination papers may be given at the close of the examination to the principal of the School.

EXPENSES OF THE EXAMINATION.

The Treasurer of the High School Board or the Public School Board of the school where the examination is held shall pay on the certificate of the Public School Inspector, all the expenses of the examination which shall include the following :—

(1) For preparing the list of candidates, the inspector shall be entitled to the remuneration of \$2.00, providing that the number of the candidates writing does not exceed twenty. For each additional twenty candidates or fraction of that number the Inspector shall be entitled to an additional dollar. It is to be understood that the number of applications received, and not the examination on which the candidates write, will determine the amount paid for this service.

(2) For conducting the examination each Presiding Officer and each assistant presiding officer shall be entitled to \$4.00 a day and actual travelling expenses which shall include railway fare or the ordinary cost of conveyance.

(3) For meeting the incidental expenses of the examination, the cost of stationery, etc., and the payment for any additional services required during the examination.

GENERAL INSTRUCTIONS TO APPLICANTS AND INSPECTORS.

FEES.

District Certificate Examination \$5. Part II. Junior Teachers' \$5. Junior Matriculation Examination \$5. Senior Teachers' Examination Part I and II each \$3; taken together \$5. Commercial Specialist Examination, \$5. For candidates for examination in the additional subjects (not to exceed four) for matriculation into any university or learned profession, the fee shall be \$2. For more than 4 subjects \$5. Honor or scholarship matriculation \$5. If the fees for a candidate amount to more than \$5, only \$5 will be required.

Attention is directed to the scale of fees to be paid by candidates. When the fee is \$5, \$3, or \$2, the amount to be sent to the Department is \$3, \$2, or \$1 respectively. The remainder of the fees received is to be forwarded to the High School Board or other body that bears the expense of the examination.

Applications will not be received by the Inspector after the 24th day of May, and candidates are reminded that they should in no case forward their applications to the Education Department. If the candidate should, through an oversight, neglect to have his application duly sent to the Inspector, he may present himself at the examination, when the Presiding Officer is at liberty to admit him, provided there is the necessary accommodation, and that a sufficient number of examination papers has been forwarded. An additional fee of \$1 will be exacted by the Presiding Officer from a candidate who presents himself in this way.

Toronto, November, 1904.

II. ORDERS-IN-COUNCIL.

1. Mr. Wm. Casey appointed Gardener and Assistant Engineer of the London Normal School. Approved 6th January, 1904.
2. Regulations respecting Manual Training and Household Science. Approved 23rd March, 1904.
3. Abolition of Art School examinations after this year, except those for Teachers' certificates including such as are required for Specialists. Approved 15th April, 1904.
4. Order-in-Council of 7th October, 1903, amended so as to continue the appointments of Teachers of Manual Training for another year after the 1st day of September, 1904. Approved 22nd April, 1904.
5. Section 51 of the Regulations of Education Department amended by striking out the word "Ontario" in the third line and substituting therefor the word "Canada." Approved 31st May, 1904.
6. Certificates (9) to teach Household Science in the Public and High Schools granted. Approved 15th June, 1904.
7. Regulations regarding free text-books. Approved 30th June, 1904.
8. Mr. J. S. Mercer granted an interim certificate qualifying him to teach in a High School or Collegiate Institute. Approved 13th July, 1904.
9. Regulations authorizing text-books. Approved 23rd July, 1904.
10. High School established in the Village of Chesley. Approved 10th August, 1904.
11. High School established in the Village of Plantagenet. Approved 10th August, 1904.
12. High School established in the Town of Mildand. Approved 10th August, 1904.
13. Revised Regulations of the Education Department bearing date August, 1904. Approved 17th August, 1904.
14. Miss Mary H. Merritt transferred from the teaching staff of the Ottawa Model School to the Toronto Model School, and Miss Evelyn Helen Weir appointed to the Ottawa School. Approved 16th September, 1904.
15. Latin Grammar, by E. W. Hagarty, added to list of text-books authorized 23rd July, 1904. Approved 30th September, 1904.
16. Miss Clara Burgoyne granted a certificate to teach Household Science. Approved 30th September, 1904.
17. Miss J. Stocks appointed Assistant Librarian, Education Department, appointment to take effect 1st November, 1904. Approved 7th October, 1904.
18. Miss Meta M. D. McBeth appointed pianist to the Toronto Normal and Model Schools. Approved 17th October, 1904.
19. Miss Jennie Hilliard appointed Teacher in the Ottawa Model School. Approved 26th October, 1904.
20. Certificates (2) to teach Household Science granted. Approved 2nd November, 1904.
21. Toronto Technical School made a Technical High School to date from 1st September, 1904. Approved 2nd November, 1904.
22. Appointments to the Educational Council made. Approved 2nd November, 1904.
23. The Ontario Institution for the Deaf and Dumb at Belleville, and the Ontario Institution for the Blind at Brantford, transferred from the Provincial Secretary's Department to the Education Department. Approved 23rd November, 1904.

24. Berlin High School raised to the rank of a Collegiate Institute, said status to take effect from 1st September, 1904. Approved 30th November, 1904.

25. Book entitled "The Principles and Practice of Oral Reading," authorized in the High Schools and Continuation Classes. Approved 8th December, 1904.

26. Mr. H. R. Alley appointed Librarian of Education Department. Approved 9th December, 1904.

27. Miss A. H. Baker appointed Assistant Kindergarten teacher at the Ottawa Model School, appointment to take effect 1st November, 1904. Approved 16th December, 1904.

28. Second Class Professional Certificate issued to Miss M. L. Gertrude Hagar in 1882, cancelled in 1884, re-issued to her. Approved 16th December, 1904.

29. Certificates (11) to teach Manual Training granted. Approved 16th December, 1904.

30. "Rose's Public School Geography" authorized for use in the Public Schools. Approved 23rd December, 1904.

31. The following books authorized for use in the schools:—For Public Schools—A Canadian History by Weaver. The Story of the Canadian People, by Duncan. For High Schools and Continuation Classes—The Commercial Course in Practical Bookkeeping and Business Forms, by Dickenson and Young. Approved, 23rd December, 1904.

32. Certificates (3) to teach Household Science granted. Approved 23rd December, 1904.

33. High School established in the village of Rockland. Approved 30th December, 1904.

APPENDIX I.—TECHNICAL EDUCATION—PUBLIC AND FREE LIBRARIES, ART SCHOOLS, LITERARY AND SCIENTIFIC INSTITUTIONS, ETC.

Report of S. P. May, M.D., C.L.H., Superintendent of Public Libraries, Art Schools, Etc.

Sir, I have the honor to submit herewith my report on the Public and Free Libraries, Art Schools and Scientific Institutions receiving a share of the Legislative Grant, in the Province of Ontario for the year ending 31st December, 1903. Prior to payment of Grants I visited and inspected the following Public Libraries, Scientific Institutions, etc :—

Aberarder, Acton, Alton, Aurora, Baden, Barrie, (1) Belleville, Bracebridge, Bradford, Brampton, Caistorville, Caledon, Callander, Camden East, Campbellford, Cardinal, Chepstow, Clifford, Comber, Cornwall, Don, Dundalk, Dunnville, East Toronto, Flesherton, Fonthill, Forest, Fort Erie, Gananoque, Garden Island, Georgetown, Glen Cross, Gravenhurst, (2) Guelph, Hamilton P.L., Hamilton Art School, Hamilton Scientific Association, Hanover, Harrowsmith, Iroquois, Keswick, Kingston, Komoka, Leamington, Lefroy, London, Lucan, Madoc, Mildmay, Mono Road, Morrisburgh, Napanee, Newburgh, New Hamburg, Orangeville, Orillia, (3) Ottawa P.L., Ottawa Field Naturalists' Club, Ottawa L'Institut Canadien Francais, Ottawa Literary and Scientific Society, Ottawa St. Patrick's Association, Ottawa University Scientific Society, Perth, Port Hope, Priceville, Rockwood, Ridgetown, Shakespeare, (4) Smith's Falls, Smithville, Sterling, Stratford, Strathcona, Strathroy, St. Thomas P.L., St. Thomas

Art School, Sydenham, Toronto Junction, Trenton, Vandorf, Vankleek Hill, Wales, Walkerton, Welland, Weston, Wheatley, Winchester, Wolfe Island, (5) Woodstock, Yarker.

(1) Belleville Public Library is now Free ; circulation of books increased about five times and Reading Room very popular.

Sir Gilbert Parker donates \$100.00 per annum to this Library.

(2) Guelph. A new building is in course of erection. Carnegie grant \$20,000. The building has a very fine appearance; it is built with artificial stone and stone foundation on a prominent site in the City Park.

(3) Ottawa has a Free Library in course of erection. Carnegie grant \$100,000. The site cost over \$20,000. The building is Indiana Lime Stone, with stone foundation ; it is to be opened in May, 1905, and will contain the following rooms :—1st floor—delivery room, stock room, librarian's room, open shelf room, catalogue room, reading room, ladies' room, children's room, reception room, coat room, etc.; 2nd floor—Upper part of stock room, museum, ladies' room, board room, lecture hall, newspaper room, two study rooms, and society or association room. This library will be a great boon to the citizens of Ottawa, it being erected in a prominent central position is certain to be well patronized.

(4) Smith's Falls. Their new library is now open ; cost of building \$11,000 (Carnegie grant). Messrs. Frost Bros. contributes \$600 per annum. The Town Council paid for site, furniture, etc.

(5) Woodstock Public Library is now Free and very successful, notwithstanding loss from fire, etc. The number of readers has increased 150 per cent.

It is very gratifying to state that the result of my inspections the past few years is very satisfactory. I have always recommended that Libraries should be made free, and that the municipal councils should contribute to the maintenance of the Libraries, which are for the benefit of their own people, and especially for the educational advantages to young people ; giving them access to books relating to their intended life work, in fact a kind of post graduate education.

The following lists show that Ontario had 128 Free Libraries which received municipal grants in 1903, and 167 Libraries (not free) received municipal aid in 1903 : —

Free Libraries—Acton, Ailsa Craig, Arnprior, Athens, Aylmer, Ayr, Beeton, Belleville, Berlin, Bothwell, Bracebridge, Brampton, Brantford, Bighton, Brockville, Brussels, Burk's Falls, Caistorville, Caledonia, Camden East, Cardinal, Carleton Place, Cayuga, Chatham, Chesley, Chesterville, Clifford, Clinton, Collingwood, Copleston, Cornwall, Creemore, Deseronto, Delhi, Don, Drayton, Dutton, Erin, Exeter, Fordwich, Forest, Galt, Garden Island, Georgetown, Glencoe, Goderich, Grand Valley, Grantham, Gravenhurst, Grimsby, Guelph, Hagersville, Hamilton, Hespeler, Holyrood, Ingersoll, Iroquois, Kemptville, Kingsville, Lakefield, Lanark, Lancaster, Leamington, Lindsay, Listowel, Little Current, London, Lucknow, Markdale, Merrickville, Merriton, Midland, Millbrook, Milverton, Mitchell, Niagara Falls South, North Augusta, North Bay, Orangeville, Oshawa, Otterville, Paisley, Palmerston, Parkhill, Parry Sound, Pembroke, Penetanguishene, Picton, Port Carling, Port Colborne, Port Rowan, Prescott, Preston, Renfrew, Richmond Hill, Ridgeway, Sarnia, Sault Ste. Marie, Seaforth, Shelburne, Simcoe, Smith's Falls, Stayner, Stouffville, Stratford, Streetsville, St. Catharines, St. Marys, St. Thomas, Sundridge, Tamworth, Tara, Thessalon, Thornhill, Thorold, Toronto, Trenton, Uxbridge, Wallaceburg, Waterford, Waterloo,

Watford, Westford, Wiarton, Windsor, Wingham, Wroxeter, Wyoming, 128.

The following libraries (not free) received municipal grants in 1903:

Abingdon, Admaston, Alma, Almonte, Amherstburg, Ancaster, Angus, Arthur, Atwood, Auburn, Baden, Barrie; Beachville, Beamsville, Beaverton, Belfountain, Belwood, Bervie, Blenheim, Bobcaygeon, Bolton, Bowmanville, Bracondale, Bradford, Bridgeburgh, Brigden, Brooklyn, Brucefield Bunyan, Burlington, Callendar, Cambray, Campbellford, Canfield, Cannington, Cargill, Carp, Chepstow, Claremont, Cobourg, Cold Springs, Coldwater, Comber, Dresden, Dundalk, Dundas, Dungannon, Dunnville, Durham, Elmwood, Elora, Embro, Emsdale, Ennotville, Essex, Ethel, Fencelon Falls, Fergus, Fonthill, Fort Erie, Fort Francis, Gananoque, Glamis, Glen Allen, Glen Cross, Glenmorris, Gorrie, Haliburton, Harrow, Hensall, Hepworth, Highgate, Huntsville, Inwood, Kincardine, Kingston, Kinmount, Kirkfield, Lion's Head, Little Britain, Lorne Park, Lucan, Lynden, Manilla, Manitowaning, Maple, Marksville, Meaford, Melbourne, Mildmay, Minden, Molesworth, Monkton, Morrisburgh, Mount Brydges, Mount Forest, Napanee, Newbury, New Hamburg, New Dundee, Newmarket, Niagara, Niagara Falls, Norland, Norwich, Norwood, Oakville, Oakwood, Omemee, Orillia, Pakenham, Paris, Perth, Petrolea, Pickering, Pinkerton, Point Edward, Port Arthur, Port Credit, Port Dover, Port Elgin, Port Perry, Rat Portage, Ridgetown, Ripley, Riversdale, Rodney, Romney, Rosseau, Saltfleet, Smithville, Southampton, Springfield, Strathroy, St. George, St. Helen's, Sunderland, Sunnidale, Sydenham, Teeswater, Thamesford, Thamesville, Thornbury, Tilbury, Tilbury East, Tilsonburg, Tiverton, Toronto Junction, Underwood, Unionville, Victoria, Walkerton, Walton, Wardsville, Warkworth, Waterdown, Welland, West Lorne, Weston, Wheatley, Whitby, Williamstown, Woodstock, Wardsville, Yarker, York, Zephyr.

248 Public Libraries (not free) were paid grants for 1903.

131 Public Libraries (free) were paid grants for 1903.

52 Libraries did not report for 1903, as follows:—

Algonquin, Bancroft, Battersea, Belmont, Binbrook, Bognor, Brougham, Burritt's Rapids, Chapleau, Colborne, Cold Springs, Copper Cliff, Dawson, Duart, Dundella, Elgin, Finch, Flesherton, Floradale, Forks of the Credit, Freelon, Gore Bay, Hastings, Hillsburg, Holland Centre, Kars, Kearney, King, Kintore, Linwood, Maitland, Metcalfe, Mono Centre, Mono Mills, Moose Creek, Morewood, Munster, Nairn Centre, Oil Springs, Ophir, Pelee Island, Powassan, Primrose, Queensville, Rosemount, Thornton, Trout Creek, Tweed, Vars, Violet Hill, Wessport, Winchester.

I was successful in re-organizing three Libraries during the year, but the following Libraries, including some that never reported after incorporation, are taken off the list of Libraries entitled to grants for 1904:—Cache Bay, Courtright, Farran's Point, Grantley, Horning's Mills, Jerseyville, Orrville, Osnabrock Centre, Singhampton, Winchester Springs, 10.

Niagara Falls and Niagara Falls South Public Libraries have amalgamated, and the new Library is called the City of Niagara Falls Public Library.

The following Libraries were incorporated during the year:—

Ayton, Cockburn Island, Depot Harbor, Hawkesbury.

The following table shows the locality of every Public and Free Library in the Province on the 1st December, 1904.

FREE AND PUBLIC LIBRARIES.

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Addington	Camden, East.	Carleton.....	Metcalfe.
"	Enterprise.	"	Munster.
"	Napanee Mills (Strathcona P.O.)	"	North Gower.
"	Newburgh.	"	Richmond.
"	Tamworth.	Dufferin	Glen Cross.
"	Yarker.	"	Grand Valley.
Algoma	Bruce Mines.	"	Honeywood.
"	Chapleau.	"	Melancthon.
"	Coulais Bay.	"	Mono Centre.
"	Marksville.	"	Orangeville.
"	Nairn Centre.	"	Primrose.
"	Ophir.	"	Rosemont.
"	Port Arthur.	"	Shelburne.
"	Rat Portage.	"	Violet Hill.
"	Sault Ste. Marie.	Dundas	Chesterville.
"	Schrieber.	"	Dundela.
"	Thessalon.	"	Inkerman.
"	Victoria Mines.	"	Iroquois.
"	Webbwood.	"	Matilda (Iroquois P.O.)
Brant	Brantford.	"	Morewood.
"	Burford.	"	Morrisburg.
"	Glenmorris.	"	Winchester.
"	New Durham.	Durham	Bowmanville.
"	Paris.	"	Millbrook.
"	Scotland.	"	Orono.
"	St. George.	"	Port Hope.
Bruce	Bervie.	Elgin	Aylmer.
"	Cargill.	"	Bayham.
"	Chepstow.	"	Dutton.
"	Chesley.	"	Port Burwell.
"	Elmwood.	"	Port Stanley.
"	Glammis.	"	Rodney.
"	Hepworth.	"	St. Thomas.
"	Holyrood.	"	Shedden.
"	Kincardine.	"	Sparta.
"	Lion's Head.	"	Springfield.
"	Lucknow.	"	Vienna.
"	Mildmay.	"	West Lorne.
"	Paisley.	Essex	Amherstburg.
"	Pinkerton.	"	Comber.
"	Port Elgin.	"	Essex.
"	Ripley.	"	Harrow.
"	Riversdale.	"	Kingsville.
"	Southampton.	"	Leamington.
"	Teeswater.	"	Pelee Island.
"	Tara.	"	Windsor.
"	Tiverton.	Frontenac ..	Battersea.
"	Underwood.	"	Garden Island.
"	Walkerton.	"	Harrowsmith.
"	Westwood.	"	Kingston.
"	Warton.	"	Mississippi.
Carleton	Carp.	"	Sydenham.
"	Dawson.	"	Wolfe Island.
"	Kars.	Glengarry ..	Lancaster.
"	Kinburn.	"	Maxville.
"	Manotick.	"	Williamstown.

FREE AND PUBLIC LIBRARIES.—*Continued.*

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages
Grenville	Algonquin.	Huron	Auburn.
"	Burritt's Rapids.	"	Brucefield.
"	Cardinal.	"	Blyth.
"	Easton's Corners.	"	Brussels.
"	Jasper.	"	Clinton.
"	Kemptville.	"	Dungannon.
"	Maitland.	"	Ethel.
"	Merrickville.	"	Exeter.
"	North Augusta.	"	Fordwich.
"	Oxford Mills.	"	Goderich.
"	Prescott.	"	Gorrie.
"	Spencerville.	"	Hensall.
Grey	Ayton.	"	Molesworth.
"	Badjeros.	"	Seaforth.
"	Bognor.	"	St. Helen's.
"	Chatsworth.	"	Walton.
"	Clarksburg.	"	Wingham.
"	Dromore.	"	Wroxeter.
"	Durham.	Kent	Blenheim.
"	Dundalk.	"	Bothwell.
"	Flesherton.	"	Chatham.
"	Holland Centre.	"	Dresden.
"	Holstein.	"	Duart.
"	Kemble.	"	Highgate.
"	Hanover.	"	Tilbury.
"	Lake Charles.	"	Tilbury E. (Valetta P.O.)
"	Markdale.	"	Ridgetown.
"	Meaford.	"	Romney.
"	Maxwell and Feversham.	"	Thamesville.
"	Owen Sound.	"	Wallaceburg.
"	Priceville.	"	Wheatley.
"	Shallow Lake.	Lambton	Arkona.
"	Thornbury.	"	Aberarder.
Haliburton	Haliburton.	"	Alvinston.
"	Minden.	"	Brigden.
Haldimand	Caledonia.	"	Bunyan.
"	Canfield.	"	Copleston.
"	Cayuga.	"	Forest.
"	Cheapside.	"	Inwood.
"	Dufferin (Clanbrassil P.O.)	"	Oil Springs.
"	Dunnville.	"	Petrolea.
"	Hagersville.	"	Point Edward.
"	Jarvis.	"	Sarnia.
"	Nanticoke.	"	Thedford.
"	Victoria (Caledonia P.O.)	"	Watford.
"	York.	"	Wyoming.
Halton	Acton.	Lanark	Allan's Mills.
"	Burlington.	"	Almonte.
"	Georgetown.	"	Carleton Place.
"	Milton.	"	Dalhousie.
"	Oakville.	"	Elphin.
Hastings	Bancroft.	"	Lanark.
"	Belleville.	"	Maberley.
"	Deseronto.	"	Middleville.
"	Madoc.	"	Pakenham.
"	Marlbank.	"	Perth.
"	Stirling.	"	Poland.
"	Trenton.	"	Smith's Falls.
"	Tweed.	"	Watson's Corners.

FREE AND PUBLIC LIBRARIES.—*Continued.*

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Leeds	Addison.	Ontario	Beaverton.
"	Athens.	"	Brooklin.
"	Brockville.	"	Brougham.
"	Elgin.	"	Cannington.
"	Gananoque.	"	Claremont.
"	Mallorytown.	"	Oshawa.
"	Newboro'.	"	Pickering.
"	Westport.	"	Port Perry.
Lennox	Odessa.	"	Sunderland.
"	Napanee.	"	Uxbridge.
Lincoln	Waindton.	"	Whitby.
"	Beamsville.	"	Zephyr.
"	Caistorville.	Oxford	Beachville.
"	Grantham (St. Catharines P.O.)	"	Drumbo.
"	Merritton.	"	Embro.
"	Grimsby.	"	Harrington.
"	Niagara.	"	Ingersoll.
"	Smithville.	"	Kintore.
"	St. Catharines.	"	Plattsville.
Manitoulin	Cockburn Island.	"	Norwich.
"	Gore Bay.	"	Otterville.
"	Little Current.	"	Princeton.
"	Manitowaning.	"	Tavistock.
Middlesex	Ailsa Craig.	"	Tillsonburg.
"	Belmont.	"	Thamesford.
"	Coldstream.	"	Woodstock.
"	Dorchester.	Parry Sound	Burk's Falls.
"	Glencoe.	"	Callender.
"	Komoka.	"	Depot Harbor.
"	London.	"	Emsdale.
"	Lucan.	"	Kearney.
"	Melbourne.	"	Parry Sound.
"	Mt. Brydges.	"	Powassan.
"	Newbury.	"	Rosseau.
"	Parkhill.	"	South River.
"	Strathroy.	"	Sprucedale.
"	Wardsville.	"	Sundridge.
Muskoka	Bracebridge.	"	Trout Creek.
"	Baysville.	Peel	Alton.
"	Gravenhurst.	"	Belfountain.
"	Huntsville.	"	Bolton.
"	Port Carling.	"	Brampton.
"	Severn Bridge.	"	Caledon.
Nipissing	Copper Cliff.	"	Cheltenham.
"	Haileybury.	"	Claude.
"	North Bay.	"	Forks of the Credit.
"	Thornloe.	"	Inglewood.
Norfolk	Bloomsburg.	"	Lorne Park.
"	Delhi.	"	Mono Road.
"	Port Dover.	"	Mono Mills.
"	Port Rowan.	"	Port Credit.
"	Simcoe.	"	Streetsville.
"	Waterford.	Perth	Atwood.
Northumberl'd.	Brighton.	"	Listowel.
"	Campbellford.	"	Milverton.
"	Cobourg.	"	Monkton.
"	Cold Springs.	"	Mitchell.
"	Colborne.	"	Shakespeare.
"	Fenella.	"	St. Mary's.
"	Gore's Landing.	"	Stratford.
"	Warkworth.		

FREE AND PUBLIC LIBRARIES.—*Continued.*

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
Peterborough ...	Hastings.	Waterloo	Ayr.
"	Havelock.	"	Baden.
"	Lakefield.	"	Berlin.
"	Norwood.	"	Elmira.
"	Peterborough.	"	Floradale.
Prescott	Hawkesbury.	"	Galt.
"	Vankleek Hill.	"	Hawkesville.
Prince Edward	Bloomfield.	"	Hespeler.
"	Pictou.	"	Linwood.
Rainy River ...	Dryden.	"	New Dundee.
"	Fort Frances.	"	New Hamburg.
Renfrew	Admaston.	"	Preston.
"	Arnprior.	"	Waterloo.
"	Burnstown.	"	Wellesley.
"	Cobden.	Welland	Bridgeburg.
"	Douglas.	"	Fonthill.
"	Forester's Falls.	"	Fort Erie.
"	Pembroke.	"	Niagara Falls.
"	Renfrew.	"	Niagara Falls South.
"	White Lake.	"	Port Colborne.
Russell	Russell.	"	Ridgeway.
"	Vars.	"	Thorold.
Stormont	Avonmore.	"	Welland.
"	Berwick.	"	Alma.
"	Cornwall.	"	Arthur.
"	Crysler.	"	Belwood.
"	Finch.	Wellington	Clifford.
"	Moose Creek.	"	Drayton.
"	Newington.	"	Elora.
"	Wales.	"	Erin.
Simcoe	Alliston.	"	Ennotville.
"	Angus.	"	Fergus.
"	Barrie.	"	Glen Allan.
"	Beeton.	"	Guelph.
"	Bradford.	"	Harriston.
"	Coldwater.	"	Hillsburg.
"	Collingwood.	"	Morrison.
"	Cookstown.	"	Mount Forest.
"	Creemore.	"	Palmerston.
"	Elmvale.	"	Rockwood.
"	Hillsdale.	Wentworth	Ancaster.
"	Lefroy.	"	Binbrook.
"	Midland.	"	Dundas.
"	Orillia.	"	Freelon.
"	Penetanguishene.	"	Hamilton.
"	Stayner.	"	Mill Grove.
"	Sunnidale (New Lowell P.O.)	"	Lynden.
"	Thornton.	"	Saltfleet (Stony Creek P.O.)
"	Tottenham.	"	Waterdown.
Victoria	Bobcaygeon.	York	Aurora.
"	Cambray.	"	Bracondale.
"	Fenelon Falls.	"	Don.
"	Kinmount.	"	East Toronto.
"	Kirkfield.	"	Highland Creek.
"	Little Britain.	"	Islington.
"	Lindsay.	"	Keswick.
"	Manilla.	"	King.
"	Norland.	"	Maple.
"	Oakwood.	"	Markham.
"	Omeme.	"	Mount Albert.
"	Woodville.	"	Newmarket.

FREE AND PUBLIC LIBRARIES.—*Concluded.*

Counties and Districts.	Cities, Towns and Villages.	Counties and Districts.	Cities, Towns and Villages.
York	Queensville.	York	Toronto.
"	Richmond Hill.	"	Toronto Junction.
"	Scarboro'.	"	Unionville.
"	Stouffville.	"	Vandorf.
"	Thornhill.	"	Weston.
		"	Woodbridge.

The above list may be classified as follows:—

Public Libraries reporting	288
Free Libraries reporting	140
Public Libraries not reporting	46
Free Libraries not reporting	6

Public Libraries incorporated since 31st December, 1903.	4
Totals	484

I. PUBLIC LIBRARIES (NOT FREE).

The following extracts are taken from the annual reports for the year ending 31st December, 1903. (For details see table A).

1. Classification of Public Libraries Reporting.

Public Libraries with reading rooms	94
Public Libraries without reading rooms	194
Total	288

2.—Public Libraries—Receipts and Balances on Hand.

The total receipts of 288 Public Libraries was	\$75,376.23
Balances on hand	5,197.23

3. Public Libraries—Expenditure.

The total expenditure of 288 Public Libraries was \$70,179 00

4. Public Libraries—Assets and Liabilities.

Assets of 288 Public Libraries	\$424,500 78
Liabilities of 288 Public Libraries	16,339 45

5. Number of Members in Public Libraries.

288 Public Libraries have 36,480 members.

6. No. of Volumes in Public Libraries and No. of Volumes Issued.

Number of volumes in 288 Libraries	536,325
Number of volumes issued in 288 Libraries	818,312

7. Reading Rooms in Public Libraries.

94 Public Libraries reporting have reading rooms.

21 Libraries reported having periodicals for circulation.

115 Libraries subscribed for 2,222 newspapers and periodicals.

40	Brigden	118 90	30 00	48 58	64 50	261 98	257 62	4 36	153	722	3,272	426 43
41	Brooklin	126 50	50 00	34 25	81 77	242 62	205 91	36 61	176	2,077	2,575	1,225 00
42	Brucefield	98 90	25 00	35 00	9 29	168 19	161 68	6 51	103	733	1,729	1,225 00
43	Bruce Mines	122 10		46 00	187 87	355 97	355 97		137	722	1,244	354 73
44	Buryan	35 00	5 00	11 00	34 09	145 09	511 40	38 71	150	517	752	1,547 70
45	Burford	113 90		49 85	381 58	545 33	511 40	38 71	134	2,115	2,629	1,779 39
46	Burlington	62 00	50 00	62 00	33 61	272 01	272 01		124	2,865	4,152	310 00
47	Burnstown	66 40		11 75	20 62	78 47	55 06	23 41	109	842	1,683	253 34
48	Callander		15 00		304 53	319 53	319 53		928	214	2,311	650 14
49	Cambary	76 90		13 75	18 18	140 83	128 42	12 41	104	934	2,311	2,325 00
50	Campbellford	104 40	130 00	130 65	26 75	391 80	388 88	2 92	139	4,246	4,156	464 00
51	Canfield	137 60	10 00	10 98	81 41	239 99	231 86	8 13	106	722	1,470	1,882 07
52	Canington	76 00	50 00	58 50	109 16	293 66	255 67	37 99	156	9,000	4,105	1,463 85
53	Carroll	140 00	25 00	27 50	49 60	242 10	236 11	5 99	110	1,932	3,089	1,790 97
54	Carleton Place	69 60	20 00	48 10	13 70	151 40	150 25	1 15	100	1,394	1,686	1,079 32
55	Chatsworth	35 10		57 75	40 76	133 61	126 83	6 78	109	1,648	5,253	1,785 54
56	Chesapeake	57 90		13 50	12 96	84 36	171 95	12 41	108	1,912	1,043	2,341 20
57	Cheltenham		10 00	57 00	46 02	208 52	197 50		105	333	1,048	219 00
58	Cheltenham		40 00	55 00	170 25	237 25	237 25		110	2,439	1,057	1,855 54
59	Clarksburg	112 00		25 65	15 89	194 54	194 54		130	1,034	2,294	1,950 00
60	Clarksburg	20 05		21 40	5 36	46 81	36 30	10 51	106	3,007	17,903	962 00
61	Claude	58 30		135 00	171 97	668 47	569 93	98 54	218	3,859	7	1,332 81
62	Colborne	175 00	100 00	47 25	80 36	277 61	267 18	10 43	108	1,682	1,990	1,426 39
63	Coldstream	140 00	10 00	45 75	162 91	430 51	410 17	20 34	102	1,823	2,301	1,145 00
64	Coldwater	161 55	60 00	50 00	22 40	297 15	288 61	8 54	100	2,060	3,458	1,065 00
65	Comber	173 90	49 75	33 20	225 88	334 98	334 98		107	1,380	720	797 16
66	Cookstown	140 00		17 25	60 00	217 25	217 25		33	492	307	753 91
67	Crysler	62 10		28 10	31 75	121 95	35 00	86 95	104	1,989	2,080	1,202 54
68	Dorchester	59 65		19 25	15 62	94 52	94 52		116	1,723	3,467	298 59
69	Douglas	168 80	30 00	52 60	61 75	272 65	261 20	11 45	115	577	2,425	1,035 00
70	Dromore	176 80		28 00	63 94	168 89	168 89		101	1,000	3,086	983 25
71	Dromore	140 00		70 25	49 97	260 22	229 71	30 51	88	874	319	1,900 40
72	Drumbo	140 00		95 75	37 70	273 45	238 10	33 35	105	7,718	5,297	6,445 09
73	Dufferin (Chapbrass)								257	1,689	2,520	1,237 00
74	Dufferin (Chapbrass)								119	3,766	3,496	816 79
75	Dundas	140 00	47 86	30 00	28 81	246 67	246 67		115	1,090	1,814	200 00
76	Dundas	174 55	200 00	237 25	235 05	946 80	946 80	21 00	102	2,888	2,643	2,146 68
77	Dunbarton	78 30	35 00	63 25	24 45	181 20	181 20		158	1,817	2,679	1,065 30
78	Dunbarton	127 00	80 00	64 00	81 66	322 66	249 16	73 50	118	9,323	4,770	2,500 00
79	Durham	77 85	100 00	82 75	150 93	411 53	352 45	59 05	137	2,827	4,135	2,536 95
80	Easton's Corners	34 60		15 00	56 38	105 98	67 71	38 27	106	3,457	1,126	1,344 90
81	East Toronto				300 00	300 00	200 09	99 91	112	709	727	273 00
82	Elmhurst	163 20		53 00	23 19	239 30	218 89	20 91	130	3,708	3,174	2,960 00
83	Elmhurst	44 70	40 00	74 63	77 52	292 17	281 86	10 31	120	4,914	4,044	2,586 57
84	Elmwood	119 20	75 00	146 00	62 87	163 70	162 07	1 63	122	2,776	3,853	2,260 20
85	Elora				380 70	720 90	610 84	109 06	104	2,875	3,695	1,783 00
86	Elphinstone	140 00			70 68	210 63	210 63		110	1,858	1,858	1,246 33
87	Embro	101 50	35 00	82 50	50 55	270 90	244 65	26 25	113	3,259	4,882	4,254 40
88	Ensdale	128 80	25 00	17 25	88 65	335 90	184 69	51 21	103	1,388	1,677	2,500 00
89	Ennville	105 00	25 00	65 00	122 66	330 80	319 81	1 49	137	2,827	4,135	2,536 95
90	Essex	68 15	100 00	65 00	36 48	72 23	65 77	6 46	106	3,457	1,126	1,344 90
91	Ethel		20 00	14 75	28 27	74 67	67 95	6 72	113	709	727	273 00
92	Fennell	31 70		14 75	28 27	74 67	67 95	6 72	113	709	727	273 00
93	Fenelon Falls	107 95	105 00	73 10	229 50	545 55	589 60	5 95	130	3,708	3,174	2,960 00
94	Fergus	101 80	125 00	73 00	15 49	315 29	293 81	21 98	120	4,914	4,044	2,586 57
95	Fonthill	141 80	50 00	48 80	47 57	230 89	176 51	54 38	122	2,776	3,853	2,260 20
96	Forester's Falls	108 10	35 00	52 75	47 29	240 32	239 57	75	235	439	1,813	1,783 00
97	Fort Erie	108 10	35 00	52 75	47 29	240 32	239 57	75	235	439	1,813	1,783 00
98	Fort Frances	109 70	40 00	55 80	45 55	222 65	221 61	1 04	104	2,875	3,695	1,783 00
99	Fort Frances				12 71	217 71	206 38	11 33	110	1,134	1,858	1,246 33

TABLE A.—Receipts, Expenditure, Assets and Liabilities, etc.—Continued.

No.	Public Libraries.	Receipts.			Total receipts.			Expenditure.			Balance on hand.			Number of members.	Number of Volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	c.	\$	c.	\$	c.	\$	c.	\$						
99	Gananoque.....	140 65	230 00	277 00	47 16	714 81	657 33	81	57 48	222	3,323	10,622	20	2,579 58	57 50				
100	Glenora.....	140 00	40 00	14 15	74 32	208 47	231 85	35	36 62	150	446	1,360		424 27					
101	Glen Allan.....	70 90	10 00	13 75	21 06	117 71	103 71	14	14 00	100	1,164	866		9 23					
102	Glen Ross.....		15 00	18 80	21 40	55 20	54 19	1	1 01	105	99	61		50 43					
103	Glen Morris.....	98 75	50 00	32 16	20 07	200 92	188 45	12	12 47	104	2,465	1,165	17	1,909 50					
104	Gore's Landing.....	70 30		33 30	128 00	231 60	221 00		10 60	119	931	1,005		880 50					
105	Gorrie.....	32 50				47 50	32 40		15 10	91	1,972	1,197		1,593 59					
106	Goulds Bay.....		15 00			220 16	217 16		3 00	100	203	731	1	177 16	171 66				
107	Halifax.....	10 40		19 16		60 16	60 16			101	414	760		211 52					
108	Haliburton.....	79 00	25 00	23 50	18 95	148 45	100 56		47 89	102	753	1,578		357 00	4 45				
109	Harvey.....	61 00		30 80	10 66	102 46	84 01		18 45	168	857	2,785		620 97	84 19				
110	Harrington.....			27 50	18 16	45 66	45 66			60	845	3,082		405 00	17 50				
111	Harrow.....	24 60	50 00	59 70	90 43	224 73	224 06		67	124	1,070	2,532	12	537 70	1 35				
112	Harrow Smith.....	116 32				168 32	124 39		43 93	104	309	1,805		250 89					
113	Hawke's Bay.....			105 00	293 08	398 08	392 08		6 00	105	426	1,278		298 78	298 78				
114	Hawkesville.....	2 50		8 55	24 27	35 32	25 28		10 04	78	819	801		360 46					
115	Hensall.....	133 60	40 00	58 85	299 05	446 50	446 50			143	1,516	3,203		1,204 36	206 84				
116	Hepworth.....	33 35	15 00	12 66	1 00	62 15	60 55		1 60	105	1,011	1,725		610 86					
117	Highbate.....	140 00	25 00	26 00	24 62	219 37	216 16		3 21	173	1,627	3,534		1,305 00	50 00				
118	Highland Creek.....	42 80		29 76	15 49	84 29	83 88		41	116	1,474	1,020		1,248 00					
119	Hillsdale.....	140 00		94 35	15 20	249 55	249 55			107	655	1,824		330 00	3 35				
120	Holstein.....	137 10		30 00	10 00	177 10	177 10			106	762	1,231		525 00	50 00				
121	Honeywood.....	56 25	150 00	27 00	6 86	90 11	90 03		08	104	347	1,322		110 00					
122	Huntsville.....	175 00		74 25	59 65	458 90	458 90			119	3,021	7,378	21	2,065 00	49 65				
123	Inglewood.....			21 00	35 42	56 42	56 42			108	1,779	3,080		1,395 00	10 90				
124	Inkerman.....	18 00		4 50	49	22 99	20 56		2 43	107	182	17		91 96					
125	Inwood.....	107 40	16 00	41 40	107 72	266 52	214 48		52 04	102	401	1,294		253 35					
126	Islington.....	69 90		48 00	6 94	124 84	124 78		06	166	1,628	2,014	11	8 5 00					
127	Jarvis.....	113 50		75 00	99 59	288 09	286 63		1 46	103	2,956	2,857	20	1,050 00	175 00				
128	Jasper.....	140 00		30 00		210 00	205 28		4 72	112	607	1,337		405 00					
129	Kemble.....	47 35		18 95	166 80	233 10	227 66		5 44	110	1,004	1,205		695 00					
130	Keswick.....			3 00		122 60	122 60			110	213	1,001		183 71	51 22				
131	Kilmuir.....	140 00		10 20	95	151 15	149 90		1 25	38	1,722	9,071		1,025 00					
132	Kincardine.....	170 40	320 00	99 80	50 14	640 34	623 48		16 86	182	4,552	7,922	27	3,725 00	365 00				
133	Kingson.....	175 00	400 00	285 00	38 99	898 99	869 75		29 24	250	7,269	16,301	57	6,380 00	198 20				
134	Kilmount.....	129 25	50 00	53 50	58 49	271 24	271 24			106	1,590	2,648	1	1,139 07	97 39				
135	Kirkfield.....	128 85	50 00	32 25	18 21	220 01	215 67		4 34	106	1,381	1,149	16	1,049 40	152 89				
136	Komoka.....			148 00	4 30	152 30	148 39		3 91	115	227	214		162 30					

137	Lake Charles	39 25	25 00	3 50	67 75	59 25	8 50	50	2,088	1,576	1,448 82
138	Lefroy	88 10	36 48	99 49	224 07	211 08	12 99	109	280 00	2,442	280 00
139	Lion's Head	54 34	5 75	2 24	318 15	43 49	10 85	126	1,102	771	277 46
140	Little Britain	148 20	50 00	92 00	318 15	270 81	47 34	158	2,015	1,903	1,723 16
141	Lorne Park	103 70	10 00		141 20	136 15	5 05	106	477	612	306 00
142	Luan		50 00		90 65	90 65		106	2,272	2,000	1,520 00
143	Lynden	18 80	25 00		17 38	84 93	2 26	115	1,982	1,982	725 89
144	Moberley		9 50		11 00	20 50		127	364	965	201 50
145	Madoc	140 00	72 00		334 08	334 08		144	1,518	5,872	1,023 41
146	Madroxtown		12 50		25 75	25 75		103	1,392	2,027	65 20
147	Manilla	117 80	23 90		283 57	209 90	14 57	142	2,545	2,487	1,025 44
148	Manitowaning	140 00	21 35	91 87	207 90	207 90		179	1,061	1	1,810 62
149	Maniotok	29 80	24 15	12 88	66 83	66 83		110	1,802	160	820 00
150	Maple	37 75	20 00	63 85	132 85	124 85	8 00	130	677	1,660	1,214 94
151	Markham	61 10	22 20	107 10	228 20	228 20		120	3,006	2,505	558 76
152	Marksville	132 65	60 15	36 24	211 04	211 04		103	871	1,164	2,255 00
153	Matilda (Iroquois P.O.)	45 25	11 50	65 11	121 86	115 55	6 31	205	989	7,106	663 68
154	Maxville	140 00	26 00	88 15	254 15	224 63	19 52	125	387	838	204 09
155	Maxwell and Fever-		50 00		221 15	231 15		129	913	2,800	255 13
156	Meaford	109 60	103 50	31 15	392 42	391 92	50	189	2,604	3,455	775 00
157	Melbourne	119 00	62 42	62 42	181 42	181 42		31	1,099	4,775	1,950 00
158	Melrose	138 00	20 00	20 82	213 32	201 50	11 82	104	1,181	1,343	572 38
159	Middleville	177 75	33 06	4 83	205 58	105 35		105	1,566	12	710 00
160	Midway	117 10	16 00	27 08	190 18	189 50	3 65	113	2,073	1,703	311 05
161	Milghave	21 10	10 25	26 45	57 80	54 15	8	112	2,091	2,091	1,177 70
162	Milton	55 35	39 00	60 54	154 89	152 73	2 16	128	3,212	3,223	296 52
163	Minden	50 00	23 00	37 07	135 07	112 99	22 08	102	889 16	1,708	4,350 00
164	Mississippi	140 00	21 00	45 57	209 57	208 32	1 25	128	1,203	1,370	889 16
165	Molesworth	139 35	25 00	159 20	338 55	338 55		100	793	1,370	750 00
166	Mono Road	85 60	20 00	119 22	245 07	245 07		108	1,437	1,370	549 82
167	Mono Road		25 00		407 03	407 03		50	2,000	2,058	1,000 00
168	Morrisburg	105 00	145 75	81 78	407 03	407 03		132	2,617	4,775	1,225 00
169	Morrison	95 00	38 25	9 53	82 78	74 94	7 84	102	1,300	1,821	1,275 00
170	Mount Albert	35 80	20 85	100 00	156 65	142 97	13 68	100	968	1,632	763 75
171	Mount Brydges	140 00	50 00	19 79	229 79	229 79		148	921	1,929	635 08
172	Mount Forest	99 80	87 50	13 63	300 93	290 58	10 35	116	3,083	3,889	808 20
173	Nanticoke	53 80	14 50	129 46	197 76	179 42	18 34	165	2,008	1,425 95	1,425 95
174	Napanee	175 00	180 94	142 82	748 76	608 13	140 63	196	4,276	12,715	8,240 63
175	Newboro	140 00	26 05	74 95	241 00	230 93	10 07	124	494	978	414 22
176	Newbury	80 95	73 00	76 09	256 04	256 04		130	2,047	1,588	1,672 25
177	Newbury	41 65	29 10	130 50	201 25	201 25		106	1,799	1,383	414 84
178	New Durham	140 00	23 25	71 18	284 43	334 43		103	786	1,443	473 24
179	New Hamburg	110 80	64 00	28 86	253 16	247 86	5 30	128	2,890	3,764	2,063 98
180	New Dundee		50 00		63 88	29 66	24 22	104	722	929	430 24
181	Newmarket	133 90	19 75	109 62	333 02	353 02		220	2,822	5,800	1,974 78
182	Niagara	121 00	85 00	122 55	406 77	402 57	4 20	112	6,091	10,405	5,250 00
183	Niagara Falls	175 00	98 50	56 54	905 04	799 80	105 24	380	5,720	10,577	7,000 00
184	Niagara Falls	70 00	25 00	51 00	156 00	156 00		102	1,554	1,404	376 00
185	North Gower	84 90	32 35	26 35	143 60	141 20	2 40	118	1,906	3,626	955 00
186	Norwich	164 20	88 40	114 80	417 40	380 39	37 01	117	1,833	3,539	1,240 00
187	Norwood	120 70	49 85	256 27	476 82	437 24	39 58	231	2,316	4,766	1,447 00
188	Oakville	76 00	65 00	39 00	273 05	271 99	1 06	195	3,507	2,961	2,910 00
189	Oakwood	65 15	51 75	46 75	213 65	196 45	17 20	132	1,526	1,483	847 05
190	Odessa	88 15	31 00	117 42	235 07	230 28		175	980	2,704	668 09
191	Omemee	68 50	51 00	68 55	286 05	280 28	5 77	105	1,171	2,318	1,007 11
192	Orillia	143 60	249 00	35 40	660 00	619 65	40 35	254	4,331	8,392	4,205 00
193	Oro		34 35	58 20	92 55	89 26	3 29	108	1,208	2,126	1,018 00
194	Owen Sound	137 80	188 50	45 56	371 86	371 86		178	4,955	11,189	5,000 00
195	Oxford Mills	34 45	17 00	41 05	92 50	92 30		104	1,248	4,549	1,012 22

TABLE A.—Receipts, Expenditures, Assets and Liabilities, etc.—Continued.

No.	Public Libraries.	Receipts.				Total receipts.	Balances and other sources.		Expenditure.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.		Liabilities.
		Municipal grants.		Members' fees.			c.	s.							c.	s.	
		c.	s.	c.	s.	c.			s.	c.	s.	c.	s.	c.			s.
196	Pakenham	19 25	15 00	18 15	48 55	100 95	100 77	100 77	18	106	569	978	411 80	20 00	11 533 40	20 00	
197	Paris	120 20	150 00	154 90	91 71	516 81	516 81	516 81		108	7 037	8 747	2 021 00	280 00	11 955 83	280 00	
198	Peterborough	102 40	150 00	19 00	16	271 56	271 56	271 56		116	4 159	2 883	10 065	99	11 955 83	280 00	
199	Peterborough	214 75		447 15	309 82	971 72	971 72	971 72		315	10 065	14 312	13 812	99	11 955 83	280 00	
200	Petrolia	140 00	50 00	96 00	70 24	356 24	343 27	343 27	12 97	136	919	8 065	14 312	99	11 955 83	280 00	
201	Pickering	140 00	40 00	41 15	65 96	194 26	144 59	144 59	49 67	106	1 636	3 065	1 275 00	25 00	1 275 00	25 00	
202	Pikerton	140 00	30 00	26 00	22 22	218 22	217 25	217 25	97	105	1 605	1 543	1 125 82	189 11	1 125 82	189 11	
203	Phlatville	120 80		32 58	55 11	108 49	104 81	104 81	3 68	117	2 869	1 781	3 925 23		3 925 23		
204	Point Edward	140 00	50 00	85 50	36 04	311 54	304 78	304 78	6 76	117	2 869	1 781	3 925 23		3 925 23		
205	Poland	140 00		20 00	68 00	220 00	220 00	220 00		100	551	660	3 925 23		3 925 23		
206	Port Arthur	200 00	339 10	83 50	68 00	680 80	524 42	524 42	156 38	137	2 140	3 684	3 908 56		3 908 56		
207	Port Burwell	140 00		49 75	74 10	263 85	237 61	237 61	26 24	100	1 857	1 746	1 063 26		1 063 26		
208	Port Credit	82 40	30 00	32 50	45 50	180 40	176 78	176 78	3 62	108	1 684	1 841	1 025 40		1 025 40		
209	Port Dover	125 65	35 00	63 75	92 05	316 75	316 75	316 75		103	3 127	6 337	1 959 42		1 959 42		
210	Port Elgin	175 00	20 00	31 50	5 20	124 20	108 90	108 90	15 30	126	4 430	6 938	4 874 86		4 874 86		
211	Port Hope	167 80		326 15	399 08	900 23	792 68	792 68	107 55	135	2 221	3 910	1 075 00		1 075 00		
212	Port Perry	113 20	65 00	100 00	40 36	318 40	298 06	298 06	19 53	105	1 212	1 397	1 075 00		1 075 00		
213	Port Stanley	51 75		39 30	5 16	96 21	96 06	96 06	15	116	1 841	3 181	1 075 00		1 075 00		
214	Priceville	140 00		42 75	193 84	240 59	230 44	230 44	10 15	116	1 880	14 203	1 230 00		1 230 00		
215	Princeton	175 00	300 00	163 00	96 67	279 87	279 87	279 87		107	2 860	4 826	2 394 76		2 394 76		
216	Rat Portage	172 10		41 50	638 94	1 276 94	1 276 94	1 276 94		117	2 860	4 826	2 394 76		2 394 76		
217	Richmond	140 90	35 00	72 10	13 57	378 11	355 23	355 23	3 55	103	1 430	4 413	4 600 00		4 600 00		
218	Ridgeway	139 80	50 00	61 30	74 96	285 20	264 44	264 44	20 76	139	1 923	3 819	4 600 00		4 600 00		
219	Ripley	23 80	25 00	8 00	34 10	71 92	60 07	60 07	11 85	126	1 321	2 246	1 401 68		1 401 68		
220	Riversdale	93 80		43 00	15 12	174 59	145 13	145 13	29 46	104	1 125	1 708	570 40		570 40		
221	Rockwood	97 15	10 00	29 75	38 99	208 20	204 13	204 13	4 07	126	2 400	1 507	1 084 48		1 084 48		
222	Rodney	105 50	40 00	29 40	71 30	187 59	187 59	187 59		401	548	1 311	1 894 98		1 894 98		
223	Rossmore	13 65	15 00	72 27	20 82	53 00	53 00	53 00	19 27	73	1 649	2 702	2 649 06		2 649 06		
224	Rossett	152 70		49 85	193 75	396 27	349 87	349 87	46 40	129							
225	Russell					250 80	226 55	226 55	24 25	102	969	1 940	727 00		727 00		
226	Salford (Stoney Creek P. O.)	140 00	50 00	25 50	35 30	214 03	174 93	174 93	39 10	142	5 341	3 679	3 925 00		3 925 00		
227	Saunders	140 00		73 95	08	214 03	174 93	174 93	39 10	142	5 341	3 679	2 811 51		2 811 51		
228	Schreiber	45 40		247 20	1 259 10	1 551 70	899 06	899 06	652 64	150	1 617	3 679	897 94		897 94		
229	Scotland	98 25		36 00	113 57	248 12	230 74	230 74	17 38	100	1 294	2 306	307 83		307 83		
230	Severn Bridge	140 00		19 00	159 73	318 73	318 73	318 73		114	977	1 503	1 029 17		1 029 17		
231	Shakespeare	128 80		6 85	77 12	212 27	208 05	208 05	4 22	128	1 061	2 060	617 45		617 45		
232	Shallow Lake	57 85		27 55	90 68	258 48	252 66	252 66	5 82	108	1 334	1 565	697 82		697 82		
233	Shedden	140 00		48 00	123 89	261 89	223 10	223 10	38 79	145	816	2 976	679 50		679 50		
234	Smithville		25 00			261 89	223 10	223 10	38 79	145	816	2 976	679 50		679 50		

235	Southampton.....	53 50	20 00	52 90	143 95	270 36	215 40	54 95	137	4,503	2,842	3,340 00
236	South River.....	103 20		42 40	105 59	251 29	251 29		137	960	2,552	1,175 32
237	Sparta.....	66 80		24 00	21 07	113 87	80 98	32 89	115	2,356	1,826 96	800 00
238	Spencerville.....	49 35		16 40	26 58	90 33			230	620	1,057	32 81
239	Springfield.....	102 30	50 00	16 95	44 96	214 81	208 31	6 50	64	1,777	900	1,441 50
240	Spurdeadale.....	160 00		10 55	40 68	211 03	210 35		115	1,081	700 00	200 00
241	Stirling.....			197 00	165 43	362 43	338 55	23 58	110	587	1,334	329 83
242	Strathroy.....	175 00	75 00	163 50	329 73	743 23	632 56		286	6,083	5,600 00	
243	St. George.....	116 05	50 00	19 90	145 85	361 80	360 25	1 55	103	5,170	2,419	5,461 28
244	St. Helen's.....	92 25	35 00	13 90	82 25	209 49	208 14	1 35	107	1,700	1,339 22	53 60
245	Sunderland.....	102 98	35 00	13 00	108 67	279 05	222 51	56 54	113	1,825	1,166	1,389 00
246	Sunnidale (New Lowell) P. O.).....	94 60	15 00	11 80	2 72	124 10	124 10	02	72	770	1,211	467 04
247	Sydenham.....		25 00	142 25	37 00	204 25	166 97	37 28	12	261	12	132 49
248	Taxistock.....	175 00		86 25	266 30	527 55	445 00	82 55	117	3,317	2,781	1,854 51
249	Teeswater.....	110 05	50 00	56 76	220 14	437 65	388 89	49 26	168	3,863	4,069	2,250 00
250	Thamesford.....	55 00	20 00	72 00	10 16	177 96	160 27	17 69	158	1,804	2,732	1,326 45
251	Thamesville.....	146 00	150 00	115 50	166 18	577 69	530 22	47 47	125	3,568	3,710	3,071 25
252	Thedford.....	110 50		52 00	104 18	189 78	158 02	31 76	104	2,083	4,538	1,115 00
253	Thornbury.....	40 00	25 00	18 00	55 62	139 22	139 22		136	1,242	2,354	480 00
254	Thornloe (New Lis- keard P. O.).....	94 85		58 10	82 05	180 00	180 00		106	662	2,266	570 00
255	Tilbury.....	115 40	76 00	54 55	38 51	338 40	338 40		106	1,985	2,859	1,438 28
256	Tilbury E. (Valetta P. O.).....		74 85	24 50	91 12	120 47	113 34	7 13	106	1,682	588	910 00
257	Tillsonburg.....	115 30	100 60	113 30	165 74	404 51	492 69	4 85	120	2,799	5,421	1,959 00
258	Tiverton.....	69 50	20 00	29 00	121 97	239 51	235 46	4 11	86	1,910	2,995	1,000 00
259	Toronto Junction.....	150 10	300 00	146 50	79 80	676 11	537 99	138 42	186	3,483	6,296	2,700 00
260	Underwood.....	54 95	30 00	28 00	57 40	170 55	169 67		151	2,588	2,842	1,176 18
261	Unionville.....	23 10	30 00	18 87	33 70	105 67	81 72	23 95	108	605	2,103	415 00
262	Vandorf.....	20 30		45 50	46 51	111 81	104 61	6 70	91	2,215	961	1,801 31
263	Vankleek Hill.....	140 00		60 30	58 86	258 96	258 66		126	1,123	2,495	835 00
264	Victoria (Carlake P. O.) Victoria Mines.....	70 00	10 00	13 00	27 15	120 43	120 00	07	104	2,487	1,734	1,769 00
265	Victoria Mines.....	59 65		11 00	23 20	99 85	99 85		104	369	893	163 13
266	Vienna.....	140 00		28 00	200 00	228 00	228 00		112	3,200	3,200	370 00
267	Wales.....	171 50	20 00	46 75	23 38	210 13	210 13		138	1,227	2,032	829 86
268	Walkerton.....	130 10	25 00	99 10	321 68	382 22	382 22	31 46	120	3,259	5,919	1,970 69
269	Walton.....	35 90	30 00	38 95	129 33	320 38	312 97		106	1,126	1,925	109 00
270	Wardsville.....	62 60	5 00	13 33	65 84	145 07	130 46	14 65	103	1,391	981	928 00
271	Warkworth.....	85 00		50 05	225 97	372 72	372 07		110	1,127	761	181 29
272	Watford.....			50 80	116 33	257 39	247 94	9 45	19	2,208	3,061	995 00
273	Watson's Corners.....	140 00		32 30	16 80	189 10	189 10		116	346	79	205 00
274	Webbwood.....	140 00		12 00	60 00	221 06	221 06		126	471	1,03	500 00
275	Welland.....	140 00	100 00	79 65	65 07	384 72	339 26	55 46	182	3,921	5,233	4,487 38
276	Welliesley.....	134 35		32 00	125 82	292 17	267 27	24 90	228	1,489	3,011	1,019 54
277	West Lorne.....	57 70	10 00	8 90		76 30	65 90	10 30	140	1,148	1,585	907 64
278	Weston.....	106 50	60 44	51 90	3 21	221 65	221 07	58	117	3,262	3,876	2,350 00
279	Wheatley.....	52 90	80 00	91 75	48 64	275 28	249 98	23 31	112	1,641	3,827	1,125 00
280	Whitby.....	78 80	75 00	76 35	106 73	337 43	317 36	20 12	103	3,384	6,450	2,070 00
281	Williamstown.....	93 80	55 00	56 00	23 74	208 04	200 60	7 94	135	1,511	1,797	1,333 70
282	Wolfe Island.....	140 00		23 70	60 32	224 74	216 28	7 74	110	337	779	220 00
283	Woodbridge.....	61 75		30 25	117 74	209 83	149 88	59 86	110	1,875	1,200	1,709 86
284	Woodstock.....	175 00	150 00	396 25	13 58	774 85	715 08	49 75	278	5,929	13,677	38 00
285	Woodville.....	74 65	75 00	56 65	32 97	230 91	230 27		112	2,394	2,694	29 10
286	Yarker.....	139 00	50 00	45 10	22 01	219 71	163 09	42 14	105	2,522	583	105 33
287	York.....		20 00	149 09	219 09	219 09	189 57		105	974	2,250	637 00
288	Zephyr.....	105 80	21 87	12 50	45 09	188 26	187 77	49	126	1,327	615	704 41
Total.....		26,579 99	10,001 62	15,867 68	22,326 91	75,376 23	70,179 06	5,197 23	36,480	536,325	818,312	424,500 78
									2,222			16,339 45

II. PUBLIC LIBRARIES, FREE.

The following extracts are taken from the Annual Reports for the year ending 31st December, 1903, (for details see table B).

1. Classification of Free Libraries Reporting.

Free Libraries, with reading rooms	92
Free Libraries, without reading rooms	48
Total	140

2. Free Libraries, Receipts and Balances on Hand.

The total receipts of 140 Free Libraries was...	\$165,564 90
Balances on hand	9,245 24

3. Free Libraries, Expenditure.

The total expenditure of 140 Free Libraries was \$156,319 66

4. Free Libraries, Assets and Liabilities.

Assets of 140 Free Libraries	\$845,104 44
Liabilities of 140 Free Libraries	105,650 94

5. Number of Readers in Free Libraries.

140 Free Libraries report having had 137,460 readers.

6. No. of Volumes in Free Libraries, and No. of Volumes Issued.

Number of volumes in 140 Free Libraries	628,248
Number of volumes issued in 140 Free Libraries	1,715,916

7. Reading Rooms in Free Libraries.

92 Free Libraries reported having reading rooms.

92 Free Libraries subscribed for 3,760 newspapers and periodicals

TABLE B.—Receipts, Expenditure, Assets and Liabilities, etc., of Public Libraries (Free) for the year ending 31st December, 1903.

No.	Free Libraries.	Receipts.				Balances and other sources.				Total receipts.				Expenditure.				Balance on hand.				Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.		Liabilities.			
		Legislative grants.		Municipal grants.		Members' fees.		Balances and other sources.		Total receipts.		Expenditure.		Balance on hand.		Number of members.		Number of volumes in library.		Number of volumes issued.						Number of newspapers and periodicals.		Assets.		Liabilities.	
		\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.					\$	c.	\$	c.	\$	c.
1	Acton	133 50		150 00				42 10		325 60		321 13		238		2,012		3,341		2,114 49				2,114 49							
2	Ailsa Craig	79 60		100 00		4 60		129 67		313 87		213 80		256		2,356		3,473		4,683 10				4,683 10							
3	Alton	75 65		100 00		8 05		100 09		183 79		183 79		256		5,397		4,704		1,500 00				1,500 00							
4	Alvaston	140 00						204 97		404 97		404 97		108		1,682		4,484		1,415 74				1,415 74							
5	Amptur	68 85		100 00		59 85		62 94		229 29		213 55		203		2,449		1,544		1,037 00				1,037 00							
6	Athens	161 25		300 00		18 15		59 96		542 36		534 27		508		4,171		10,638		3,650 00				3,650 00							
7	Aylmer	81 80		139 00		3 75		40 48		264 38		258 85		325		3,227		5,636		1,800 00				1,800 00							
8	Ayr	60 60		81 80				20 08		168 18		168 15		91		2,386		2,677		4,400 00				4,400 00							
9	Beecon	175 00		800 00				518 28		1,493 28		1,478 67		1,403		5,440		25 56		8,525 18				8,525 18							
10	Belleville	175 00		1,774 95				131 22		2,081 17		2,081 17		807		8,042		11,484		1,300 00				1,300 00							
11	Berlin	140 00		275 00				95 29		510 29		471 34		233		2,093		4,020		1,450 00				1,450 00							
12	Bothwell	175 00		314 11		34 67		388 78		912 36		876 60		388		2,814		7,398		1,906 33				1,906 33							
13	Braebridge	171 40		475 00				52 78		699 18		685 15		411		4,322		12,726		2,850 00				2,850 00							
14	Brampton	175 00		2,700 00		4 00		270 80		3,149 80		3,114 96		2,221		18,916		69,851		16,200 00				16,200 00							
15	Braunton	171 30		195 00				33 06		339 36		380 53		284		3,045		3,617		5,200 00				5,200 00							
16	Brighton	175 00		1,100 00		20 25		291 87		1,587 12		1,489 44		2,588		10,245		42,575		6,200 00				6,200 00							
17	Brockville	140 00		171 00				70 60		381 60		381 60		263		3,005		4,797		1,700 00				1,700 00							
18	Brussels	156 20		180 00				32 78		368 98		335 59		371		2,421		4,377		1,630 00				1,630 00							
19	Burk's Falls	140 00		5 00				4 60		13 63		10 00		120		379		1,166		297 75				297 75							
20	Caistorville	140 00		30 00				95 69		255 59		235 59		123		3,890		1,389		2,658 32				2,658 32							
21	Calcutta	140 00		55 00				5 21		235 21		231 41		247		1,673		5,637		1,596 79				1,596 79							
22	Caledonia	77 10		175 00		1 00		35 63		168 73		168 73		221		1,738		1,664		1,016 17				1,016 17							
23	Camden East	24 70		300 00		2 00		183 11		384 81		297 73		251		4,837		2,495		3,170 00				3,170 00							
24	Cardinal	171 50		64 00				317 75		789 25		508 27		470		4,348		12,395		3,050 00				3,050 00							
25	Carden Place	47 40		64 00		18 30		40 46		170 16		167 16		101		1,768		1,488		1,075 00				1,075 00							
26	Cayuga	175 00		1,200 00				680 51		2,055 51		2,016 17		800		6,314		13,612		25,139 34				25,139 34							
27	Chatham	175 00		230 41		14 50		54 98		412 59		347 47		338		1,923		7,818		885 00				885 00							
28	Chestley	112 70		50 00				282 80		472 80		282 81		327		1,486		5,539		1,270 29				1,270 29							
29	Chesterville	103 50		100 00		12 90		6 62		223 02		223 02		210		3,615		2,130		1,769 94				1,769 94							
30	Clifton	175 00		165 00				459 78		799 78		682 30		607		4,665		11,696		13,585 33				13,585 33							
31	Clinton	108 20		948 77		15 60		92 57		216 37		216 37		115		696		2,296		518 38				518 38							
32	Cobden	98 00		20 00				9,529 95		188 90		188 90		964		5,162		13,871		20,508 31				20,508 31							
33	Collingwood	140 00		500 00		9 90		555 17		1,230 17		1,230 17		111		1,352		1,408		850 00				850 00							
34	Copleston	175 00		25 00				13 89		90 64		80 18		127		1,251		1,565		600 00				600 00							
35	Cornwall	51 75						11 83		71 83		70 90		101		771		562		470 00				470 00							
36	Creemore																														
37	Dalhousie (McDonald's Corners, P.O.)	60 00																													

TABLE B.—Receipts, Expenditure, Assets and Liabilities, etc., of Public Libraries (Free) for the year ending 31st December, 1903.

No.	Public Libraries.	Receipts.					Expenditure.	Balance on hand.	Number of members.	Number of volumes in Library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.								
		£	£	£	£	£	£	£					£	£
38	Deeronto	175 00	600 00	.....	134 11	969 11	876 61	92 50	959	4,175	38,025	44	2,459 90	46 50
39	Delhi	99 90	150 00	.....	55 16	305 06	264 97	40 09	255	1,710	3,839	28	1,276 94	.....
40	Don	.....	25 00	.....	20 53	45 53	45 15	88	64	1,095	602	.....	711 97	.....
41	Drayton	171 90	150 00	.....	223 58	545 48	497 52	47 96	273	3,241	3,617	19	2,400 00	300 00
42	Dutton	133 90	50 00	21 76	216 53	206 19	128 60	77 59	200	1,791	2,412	.....	1,397 81	72 41
43	Enterprise	.....	.....	.....	216 53	216 53	215 21	1 32	138	903	576	.....	642 11	100 00
44	Erin	153 60	35 00	2 50	6 64	97 74	91 19	6 55	151	1,976	3,560	.....	1,406 54	.....
45	Exeter	175 00	167 86	30 00	49 03	421 89	371 14	50 75	524	4,458	10,288	22	2,539 00	.....
46	Fortwich	115 50	15 00	18 40	60 00	208 90	196 23	12 67	228	1,866	1,974	.....	1,200 00	125 67
47	Forest	130 45	250 00	.....	69 51	549 96	472 70	77 26	535	3,852	8,958	19	3,292 26	50 80
48	Galt	175 00	1,445 00	.....	106 93	1,726 93	1,600 66	126 27	1,886	5,863	25,385	63	7,500 00	.....
49	Garden Island	175 00	175 00	50 00	644 67	1,044 67	1,044 67	.....	135	5,764	1,664	32	8,483 53	.....
50	Georgetown	137 20	200 00	.....	91 66	428 86	351 94	76 92	305	2,864	7,654	31	2,300 00	.....
51	Glencoe	112 10	50 00	12 75	144 98	317 83	317 83	.....	265	2,503	3,075	.....	2,100 00	138 93
52	Goderich	134 65	215 00	.....	243 79	613 44	509 00	104 44	550	4,303	9,725	34	1,700 00	.....
53	Grand Valley	112 40	85 00	.....	105 18	302 58	302 58	.....	192	2,495	2,698	14	1,559 86	90 83
54	Grantham (St. Catharines P. O.)	140 00	100 00	.....	116 56	356 56	356 08	48	225	2,202	2,319	.....	1,479 00	2 50
55	Gravenhurst	140 00	100 00	.....	139 20	379 20	379 20	.....	523	2,595	6,037	.....	1,354 20	118 86
56	Grimby	151 10	335 00	.....	51 67	523 77	521 07	2 70	750	4,469	16,243	29	3,700 00	13 52
57	Guelp	173 00	1,390 00	.....	101 60	1,966 60	1,966 60	.....	1,268	1,569	56,456	50	11,750 00	.....
58	Hagersville	129 10	125 00	85 50	6 16	345 76	334 34	11 42	387	2,056	5,202	16	1,524 11	.....
59	Hamilton	175 00	13,300 00	.....	2,078 47	14,603 47	14,596 05	7 42	13,890	24,905	99,737	136	70,164 67	23,729 49
60	Harriston	75 50	.....	.....	149 79	331 79	323 75	8 03	451	4,327	8,419	29	2,775 00	.....
61	Hespeler	166 10	200 00	2 00	140 95	509 05	420 43	88 62	415	3,470	7,646	29	2,750 00	.....
62	Holyrood	.....	30 00	.....	50 67	133 47	144 42	9 05	105	2,151	4,509	.....	1,925 89	31 15
63	Ingersoll	151 90	565 00	.....	48 60	765 50	703 71	61 79	825	5,132	17,179	23	2,100 00	17 93
64	Iroquois	168 00	248 33	.....	113 71	339 71	315 42	24 29	234	2,060	6,223	27	2,044 04	160 00
65	Kanawake	168 75	200 00	.....	233 78	630 73	552 89	98 34	385	1,471	7,330	21	1,254 45	153 95
66	Kingsville	77 20	100 00	2 50	233 14	620 83	481 83	139 00	190	1,769	4,249	22	1,519 06	50 00
67	Lakeland	95 85	86 31	.....	213 19	202 89	179 12	23 77	120	1,228	2,135	19	625 00	.....
68	Lancaster	135 40	40 00	.....	245 66	320 79	245 66	50 13	196	1,776	3,265	16	1,363 00	.....
69	Leamington	128 00	800 00	.....	2,298 75	2,473 08	2,473 08	81 46	272	3,376	2,314	.....	4,500 00	269 50
70	Leamington	165 10	922 27	.....	295 06	1,383 03	1,383 03	.....	1,547	4,025	18,977	50	4,070 45	2 00
71	Leamington	174 80	275 00	40 65	7 35	498 00	498 00	121 63	200	8,221	8,946	20	1,600 00	.....
72	Listowel	40 00	61 25	.....	1,074 81	9,249 81	9,249 81	.....	3,000	17,029	21,092	165	42,300 00	20,000 00
73	Little Current	175 00	8,000 00	.....	.....	8,000 00	8,000 00	.....	.....	.....	.....	.....	805 00	.....
74	London	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

75 Lucknow	77 25	100 00	42 70	22 00	241 95	199 33	42 62	292 1	3,224	4,037	1,650 00	74 03
76 Markdale	172 30	75 00	18 60	14 76	280 66	270 69	9 97	183	2,860	3,251	2,632 02	
77 Marbank	137 00	125 00	13 60	194 29	334 29	330 25	14 04	206	656	993	486 07	
78 Merrickville	63 65	100 00	10 00	171 13	446 85	422 37	25 22	255	2,981	5,871	2,374 48	295 30
79 Merriton	137 00	100 00	10 00	32 76	196 41	171 19	25 22	473	1,955	4,311	1,286 01	
80 Midland	175 00	473 51	10 00	16 28	663 46	663 46	1 33	308	2,097	6,789	800 00	13 00
81 Midbrook	133 30	175 00	9 30	91 33	339 83	243 56	106 27	308	2,139	8,391	1,410 00	300 00
82 Milverton	140 00	50 00	15 15	267 99	467 29	467 29	117 98	214	2,098	8,250	1,695 87	100 00
83 Mitchell	107 00	335 00		80 74	537 89	419 91		208	3,382	8,113	4,963 43	
84 Napanee Mills, (Strath-	140 00			46 76	186 76	186 76		130	1,315	560	710 00	
85 Napanee Mills, (Strath-	106 30			194 76	330 06	330 06		100	617	366	1,893 81	22 26
86 Niagara Falls, South ..	52 10	50 00	29 00	22 49	127 59	124 08	3 51	251	2,333	3,290	1,485 00	25 00
87 North Augusta	144 50	35 00	3 00	37 19	218 19	177 41	40 78	122	1,438	1,683	1,093 79	43 75
88 North Bay	175 00	125 00	16 35	45 93	242 63	242 63		302	2,000	4,262	1,863 37	11 72
89 Orangeville	175 00	400 00		350 75	670 40	618 83	51 57	565	3,694	6,205	3,645 00	200 00
90 Oshawa	141 10	677 00		1,168 85	1,168 85	1,117 52	51 33	800	4,038	14,367	2,050 00	150 00
91 Otterville	74 20	51 61	7 55	175 30	156 87	156 87	18 43	197	866	2,214	641 97	37 10
92 Paisley	93 75	202 00	19 90	364 95	338 32	338 32	6 63	250	4,232	4,716	2,837 00	
93 Palmerston	124 50	1,205 00	7 25	1,336 91	1,274 99	1,274 99	61 92	390	2,137	3,302	1,784 00	521 19
94 Parkhill	74 90	50 00		170 01	164 27	164 27	5 74	389	3,429	3,429	1,206 00	
95 Parkhill	175 00	250 00		81 63	506 65	385 25	121 38	154	2,002	3,206	1,223 27	174 00
96 Penhooke	159 65	592 35		102 37	854 37	754 10	100 27	560	2,110	9,023	1,130 27	99 50
97 Penhooke	147 60	264 98		412 58	412 58	412 58		384	4,986	9,023	2,888 00	
98 Picton	175 00	700 00	9 00	930 14	930 14	930 14		1,301	3,064	28,856	1,900 08	18 24
99 Port Carling	59 80	69 39	8 58	86 38	224 15	223 17		135	1,560	1,283	670 00	15 00
100 Port Colborne	83 95	100 00	20 25	39 69	243 89	222 32	21 57	262	2,112	3,852	1,726 30	
101 Port Rowan	129 55	60 00		171 81	361 36	357 24	4 12	333	2,260	3,594	2,445 89	131 45
102 Preston	171 60	250 00		80 99	502 59	481 48	21 11	855	5,110	12,462	5,350 00	
103 Preston	125 40	250 00		123 48	408 88	348 98	149 90	379	6,236	6,013	6,475 40	
104 Richmond Hill	108 95	300 00	6 75	63 78	474 73	435 33	39 40	263	3,756	15,166	3,459 76	89 04
105 Richmond Hill	93 70	100 00		39 61	240 06	233 57	6 49	123	3,115	2,795	1,950 00	
106 Ridgeway	69 30	30 00		66 13	165 43	156 89	8 54	127	1,287	2,996	960 00	
107 Samia	175 00	1,316 05		12,844 41	14,335 46	12,448 36	1,886 50	1,090	4,224	18,954	20,736 23	1,694 20
108 Sault Ste. Marie	165 10	580 00	122 00	40 97	907 97	801 06	106 91	691	2,407	12,731	1,157 00	
109 Seaford	170 80	249 28	10 85	81 92	512 85	506 05	6 80	431	4,993	10,183	4,656 80	600 00
110 Shelburne	145 45	200 00		21 74	367 19	364 80	2 39	178	2,566	3,512	2,000 00	
111 Simcoe	175 00	474 38		565 65	1,215 24	955 83	259 41	571	5,436	11,482	6,815 23	
112 Smith's Falls	158 40	450 00	7 00	588 19	1,203 59	919 86	283 73	679	4,454	13,400	2,137 06	
113 Stayner	49 70	85 00	11 00	26 62	172 32	171 17	1 15	217	1,672	3,784	1,157 00	
114 Stratford	175 00	165 00	8 00	62 06	402 06	376 68	25 38	320	4,015	7,202	4,283 00	
115 Stratford	175 00	1,200 00		1,813 75	1,279 39	1,279 39	534 36	1,500	6,850	35,379	21,534 36	
116 Streetsville	131 10	80 00		367 74	578 84	566 89	11 95	250	2,678	4,313	3,100 00	375 00
117 St. Catharines	175 00	2,500 00		415 14	3,080 14	2,105 31	984 83	2,036	8,615	34,885	8,008 98	
118 St. Mary's	106 50	250 00		109 28	465 78	339 65	126 13	659	4,561	12,537	2,554 00	246 15
119 St. Thomas	175 00	1,250 00		206 44	1,631 44	1,631 44	130 00	1,421	7,918	19,761	5,250 00	
120 Sundridge	91 00	70 00		161 00	140 66	140 66	20 34	110	1,070	1,611	950 00	
121 Tamworth	62 90	60 00		127 15	250 05	244 11	5 94	102	1,483	1,498	665 26	107 98
122 Tara	81 75	65 00	17 15	21 21	135 11	127 43	7 68	155	2,009	2,133	2,049 02	
123 Thessalon	105 00	30 00		263 91	398 91	398 91		195	2,172	2,900	1,624 82	306 19
124 Thorhill	96 05	20 00		141 05	140 99	140 99		168	842	1,218	573 32	
125 Thornhill	164 20	325 00		181 10	670 30	661 49	8 81	600	5,357	7,589	265,250 75	51,199 15
126 Toronto	175 00	34,461 00		1,895 41	36,331 41	36,331 41	189 89	59,844	132,645	410,927	905	100 00
127 Tottenham				37 48	37 48	37 48	26 88	121	2,448	1,920	3,573 32	20 58
128 Trenton	175 00	25 00		30 00	455 00	428 12		559	2,062	8,778	2,073 22	100 00
129 Uxbridge	156 30	275 00	51 80	385 98	849 08	849 08		1,100	6,473	8,810	9,750 00	215 98
130 Wallaceburg	148 60	200 00		313 17	661 77	604 00	257 77	444	2,103	8,519	1,122 86	106 96
131 Waterloo	87 65	75 00	19 89	615 17	188 69	174 19	14 50	104	1,440	1,944	6,123 40	
132 Waterloo	164 80	300 00		53 50	517 50	455 90	61 60	525	7,476	9,497	1,600 00	144 50
133 Walford	172 55	164 50	70 00	67 74	474 79	470 06	4 73	190	2,741	3,396		

TABLE B.—Receipts, Expenditure, Assets and Liabilities, etc., of Public Libraries (Free) for the year ending 31st December, 1903.

No.	Public Libraries.	Receipts.				Expenditure.	Balance on hand.	Number of members.	Number of volumes in library.	Number of volumes issued.	Number of newspapers and periodicals.	Assets.	Liabilities.
		Legislative grants.	Municipal grants.	Members' fees.	Balances and other sources.	Total receipts.							
		\$	c.	\$	c.	\$	c.	\$	c.	\$	c.	\$	c.
134	Westford	38 60			22 19	75 79	74 09	1 70	1 423	756		1,140 44	
135	White Lake	38 85	15 00		46 89	85 74	80 37	5 37	762	781		283 33	
136	Wharton	175 00	425 00		70 81	670 81	629 83	40 98	387	4 115		2,830 80	
137	Windsor	175 00	2,956 14		1,498 87	4,630 01	4,217 77	412 24	3,596	42,912	91	42,090 33	
138	Wingham	130 15	325 00		24 81	548 50	510 03	38 47	11,485	10,202		2,340 00	
139	Wroxeter	89 10	56 00		71 52	221 37	220 17	1 20	3,714	2,600		4,253 58	
140	Wyoming	50 00	50 00	31 25	38 25	169 50	169 50		4,368	2,167		1,032 00	22 85
Total		17,249 23	99,389 21	1,151 29	47,578 17	165,564 90	155,319 66	9,245 24	628,248	1,715,916	3,760	845,104 44	105,650 91

PROPORTIONATE NUMBER OF VOLUMES IN PUBLIC LIBRARIES.

Libraries With Less Than 250 Volumes.

Bloomsburg, Glen Cross, Goulais Bay, Inkerman, Keswick, Komoka, Priceville—7.

Libraries With Over 250 and Less Than 500 Volumes.

Abingdon, Addison, Baysville, Caistorville, Callander, Chepstow, Cryslar, East Toronto, Elphin, Forester's Falls, Glamis, Haileybury, Harrow-smith, Havelock, Honeywood, Inwood, Lefroy, Lorne Park, Maberley, Matilda, Maxville, Newboro', Sydenham, Victoria Mines, Watson's Corners, Webbwood, Wolfe Island—27.

Libraries With Over 500 and Less Than 1,000 Volumes.

Allan's Mills, Ancaster, Angus, Badjeros, Bayham, Beachville, Berwick, Brigden, Brucefield, Bruce Mines, Bunyan, Burnstown, Cambray, Canfield, Cobden, Dalhousie, Dorchester, Dromore, Dryden, Elmwood, Enterprise, Fenella, Gore's Landing, Haliburton, Hanover, Harrington, Hawkesville, Hildale, Holstein, Jasper, Maple, Marksville, Marlbank, Maxwell & Fever-sham, Middleville, Millgrove, Molesworth, Mount Albert, Mount Brydges, Newbury, New Durham, New Dundee, Newington, Norland, Odessa, Otterville, Pakenham, Petrolea, Poland, Port Burwell, Port Dover, Riversdale, Rosseau, Saltfleet, Severn Bridge, Smithville, South River, Spencerville, Stirling, Sunnidale, Thornhill, Thornloe, Unionville, Vienna, White Lake, Yarker, York—67.

Libraries With Over 1,000 and Less Than 1,500 Volumes.

Admaston, Alma, Auburn, Avonmore, Beaverton, Belwood, Bracondale, Bridgeburg, Carp, Chesterville, Clarksburg, Copleston, Creemore, Don, Douglas, Drumbo, Dufferin, Easton's Corners, Emsdale, Ethel, Fort Frances, Glen Allan, Harrow, Hepworth, Highland Creek, Kemble, Kemptville, Kirkfield, Lakefield, Lion's Head, Lyndon, Mallorytown, Manitowaning, Melancthon, North Augusta, Melbourne, Minden, Mississippi, Monkton, Morriston, Napanee Mills, Omemee, Orono, Oxford Mills, Plattsville, Port Stanley, Richmond, Ridgeway, Rodney, Scotland, Shallow Lake, Shedden, Sprucedale, Sundridge, Tamworth, Thornbury, Vankleek Hill, Wales, Walton, Wardsville, Warkworth, Waterford, Wellesley, Westford, West Lorne, Zephyr—66.

Libraries With Over 1,500 and Less Than 2,000 Volumes.

Alvinston, Arthur, Athens, Atwood, Berrie, Bloomfield, Blyth, Caledonia, Camden East, Cargill, Cayuga, Cheapside, Chesley, Coldstream, Coldwater, Cookstown, Delhi, Dresden, Dungannon, Dutton, Elmvale, Erin, Fordwich, Gorrie, Hensall, Highgate, Inglewood, Islington, Kinburn, Kingsville, Kinmount, Lanark, Leamington, Little Current, Madoc, Manotick, Merritton, North Gower, Norwich, Oakwood, Pickering, Pinkerton, Port Charles, Port Credit, Princeton, Ripley, Rockwood, Russell, Schreiber, Shakespeare, Springfield, Stayner, St. Helen's, Sunderland, Thamesford, Tilbury, Tilbury East, Tiverton, Wheatley, Williamstown, Wyoming—61.

Libraries With Over 2,000 and Less Than 2,500 Volumes.

Acton, Ailsa Craig, Alliston, Arkona, Arnprior, Beamsville, Beeton, Belfountain, Bobcaygeon, Bolton, Bothwell, Bradford, Brooklin, Burford,

Burk's Falls, Burlington, Cannington, Chatsworth, Claremont, Comber, Glenmorris, Grand Valley, Grantham, Hagersville, Holyrood, Iroquois, Lake Charles, Little Britain, Lucan, Midland, Mildmay, Millbrook, Milverton, Mono Road, Nanticoke, Newburgh, Newmarket, North Bay, Norwood, Palmerston, Parkhill, Parry Sound, Pembroke, Port Arthur, Port Colborne, Port Perry, Port Rowan, Romney, Sault Ste. Marie, Sparta, Tara, Thedford, Thessalon, Tottenham, Trenton, Vandonf, Victoria, Wallaceburg, Waterdown, Woodbridge, Woodville—61.

Libraries With Over 2,500 and Less Than 3,000 Volumes.

Arthur, Baden, Bracebridge, Cheltenham, Dunnville, Elmira, Essex, Fonthill, Fort Erie, Georgetown, Glencoe, Gravenhurst, Jarvis, Manilla, Markdale, Meaford, Merrickville, Morrisburgh, New Hamburg, Point Edward, Rat Portage, Shelburne, Streetsville, Tillsonburg, Underwood, Watford—26.

Libraries With Over 3,000 and Less Than 3,500 Volumes.

Aberarder, Amherstburg, Ayr, Aurora, Bowmanville, Brighton, Brussels, Caledon, Claude, Cornwall, Drayton, Dundalk, Ennotville, Gananoque, Hespeler, Huntsville, Lancaster, Listowel, Lucknow, Markham, Milton, Mount Forest, Picton, Port Elgin, Richmond Hill, Tavistock, Toronto Junction, Walkerton, Weston, Whitby—30.

Libraries With Over 3,500 and Less Than 4,000 Volumes.

Almonte, Blenheim, Clifford, Cobourg, Durham, Fenelon Falls, Forest, Mitchell, Oakville, Orangeville, Renfrew, Ridgetown, Teeswater, Thamesville, Welland, Wiarton, Wingham—17.

Libraries With Over 4,000 and Less Than 5,000 Volumes.

Aylmer, Barrie, Brampton, Campbellford, Cardinal, Carleton Place, Clinton, Deseronto, Exeter, Fergus, Goderich, Grimsby, Harriston, Kincardine, Lindsay, Napanee, Orillia, Oshawa, Owen Sound, Paisley, Penetanguishene, Perth, Port Hope, Sarnia, Seaforth, Smith's Falls, Southampton, Stouffville, St. Mary's, Wroxters—30.

Libraries With Over 5,000 and Less Than 6,000 Volumes.

Alton, Belleville, Collingwood, Embro, Galt, Garden Island, Ingersoll, Niagara Falls, Prescott, Scarboro', Simcoe, St. George, Thorold, Woodstock.—14.

Libraries, With Over 6,000 and Less Than 8,000 Volumes.

Chatham, Dundas, Kingston, Niagara, Paris, Preston, Stratford, Strathroy, St. Thomas, Uxbridge, Waterloo—11.

Libraries With Over 8,000 and Less Than 10,000 Volumes.

Berlin, Elora, St. Catharines—3.

Libraries With Over 10,000 and Less Than 20,000 Volumes.

Brantford, Brockville, Guelph, London, Peterborough, Windsor—6.

Library With Over 20,000 and Less Than 30,000 Volumes.

Hamilton—1.

Library With Over 100,000 Volumes.

Toronto—1.

III. ART SCHOOLS AND DEPARTMENTAL DRAWING EXAMINATIONS.

Tables C to G show the number of Certificates awarded from the commencement of this branch of the Education Department in 1882.

TABLE C.—Certificates awarded in Primary Art Courses from 1882 to 1904.

Year.	Freehand drawing.	Geometry.	Perspective.	Model drawing.	Blackboard drawing.	Teachers' certificates.	Total.
1882.....	28	21	17	12	28	.....	106
1883.....	84	89	58	47	76	.....	354
1884.....	153	174	139	138	86	66	756
1885.....	214	529	301	168	198	122	1,532
1886.....	634	672	149	662	414	77	2,608
1887.....	643	1,204	428	444	122	103	2,944
1888.....	805	882	520	403	236	133	2,979
1889.....	1,002	961	394	470	494	187	3,508
1890.....	1,000	1,009	290	811	313	130	3,553
1891.....	1,085	1,569	292	746	422	164	4,278
1892.....	1,361	1,419	569	1,120	720	338	5,527
1893.....	1,769	1,277	439	876	392	220	4,973
1894.....	1,383	719	548	550	563	153	3,915
1895.....	1,813	1,429	658	1,311	991	341	6,543
1896.....	1,195	569	361	1,110	1,121	265	4,621
1897.....	716	500	212	704	516	114	2,762
1898.....	854	311	173	1,124	604	149	3,315
1899.....	1,062	465	168	1,128	1,170	160	4,153
1900.....	1,000	254	194	675	1,007	130	3,260
1901.....	1,366	87	59	695	431	29	2,577
1902.....	823	154	111	599	287	41	2,015
1903.....	1,036	248	91	774	526	38	2,713
1904.....	1,463	212	126	1,293	903	60	4,056
Total.....	21,489	14,754	6,297	15,870	11,618	3,020	73,048

TABLE D.—Certificates awarded in Advanced Art Course from 1883 to 1904.

Year.	Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Ornamental design.	Industrial design.	Teachers' certificates.	Total.
1883.....	5	5	12	18	.....	.....	.....	40
1884.....	16	5	12	12	.....	.....	.....	45
1885.....	33	18	35	29	.....	.....	4	119
1886.....	35	24	19	48	.....	.....	3	129
1887.....	59	27	28	25	34	.....	14	187
1888.....	22	17	39	44	20	.....	9	151
1889.....	65	36	58	24	25	.....	14	222
1890.....	62	30	76	43	22	.....	15	248
1891.....	80	52	67	66	38	.....	23	326
1892.....	24	32	53	72	37	.....	13	231
1893.....	58	54	73	62	54	.....	13	314
1894.....	31	44	58	79	68	.....	24	304
1895.....	56	52	78	58	29	.....	11	284
1896.....	60	74	103	113	.....	29	17	396
1897.....	61	47	126	95	.....	41	18	388
1898.....	67	73	169	187	.....	44	18	558
1899.....	61	69	152	160	.....	57	22	521
1900.....	80	55	82	119	.....	31	17	384
1901.....	76	37	138	82	.....	85	13	426
1902.....	35	34	74	70	.....	67	10	290
1903.....	26	30	40	49	.....	42	3	190
1904.....	10	10	27	57	.....	38	3	145
Total.....	1,022	825	1,514	1,512	327	434	264	5,898

TABLE E.—Certificates awarded in Industrial Art Course from 1885 to 1904.

Year.	Modelling in clay.	Wood carving.	Wood engraving.	Litho- graphy.	Painting on china.	Total.
1885.....	14					14
1886.....	11	7				18
1887.....	8	2				10
1888.....	10	3	1	1	9	24
1889.....	7	1	3	2	6	19
1890.....	7	4		1	6	18
1891.....	5	2	1		7	15
1892.....	12	1		1	3	7
1893.....	5	2		1	3	11
1894.....	4	2		2	10	18
1895.....	5	3	2	6	18	34
1896.....	3	12		3	30	38
1897.....	5	3	1	4	17	30
1898.....	7	5		1	17	30
1899.....	9	14		2	17	42
1900.....	17	14		6	6	43
1901.....	9	12		2	8	31
1902.....	6	9		4	12	31
1903.....	5	11	1	2	5	24
1904.....	1	6		1		8
Total.....	140	103	9	39	174	465

TABLE F.—Certificates awarded in Mechanical Drawing Course from 1883 to 1904.

Year.	Advanced geometry.	Machine drawing.	Building construction.	Industrial design.	Architectural design.	Advanced perspective.	Teachers' certificates.	Total.
1883.....	2	3	1	2		3		11
1884.....	1	1	1	1		1		5
1885.....	12	32	4	25		12	4	89
1886.....	14	13	5	28		14	3	77
1887.....	6	5	12	18		6	2	49
1888.....	8	7	7	15		11	2	50
1889.....	13	23	11	20		12	3	82
1890.....	11	23	5	8		12	2	61
1891.....	3	31	8	31		28	2	103
1892.....	17	25	13	38		15	2	110
1893.....	14	33	10	47		35	10	149
1894.....	12	17	6	90		9	3	137
1895.....	5	22	9	31		12	3	82
1896.....	7	9	5		9	12	3	45
1897.....	16	13	4		6	15		54
1898.....	6	19	2		7	8		42
1899.....	25	20	5		7	18		75
1900.....	14	8	12		5	14		53
1901.....	21	18	2		14	15	1	71
1902.....	18	15	6		3	45		57
1903.....	23	10	8		7	17		65
1904.....	12	6	1		4	11		34
Total.....	260	353	137	354	62	295	40	1,501

TABLE G.—Certificates awarded for Extra Subjects from 1885 to 1904.

Year.	Drawing from the antique.	Shading from casts.	Architectural designs.	Drawing from life.	Painting from life.	Painting oil colors.	Painting water colors.	Sepia.	Monochrome.	Pastel.	Sculpture in marble.	Photogravure.	Reposse work.	Industrial design.	Pen and ink.	Machine drawing.	Engraving on copper.	Crayon portraits.	Monotypes.	Pyrography.	Total.
1885						9	7														16
1886						12	7														19
1887						33	9														50
1888				15	12	25	14	13													84
1889				12	8	16	21	3	2												62
1890				4	4	25	18	10													71
1891				7	5	29	26	6	6												73
1892				3	6	21	16	3	3									2			55
1893	11		3	5	9	35	21	4	4					10		1					94
1894	11		3	8	6	29	16	5	1					17		5	1				95
1895	26		6	14	4	39	21	10	1	2			1	13	1	1					147
1896	14			12	6	34	38	3	3					22	3	4					129
1897	19	11	1	17	6	32	42	6	6	3			3	15	4	6					179
1898	22	12		12	9	37	28	1	1	4				31	3	5					171
1899	19	14		17	2	10	22	8	5	5				14	10	4					149
1900	29	30		13	4	17	10	14	4	4				18	16	6					156
1901	25	17		9	1	11	18	2	2				4	13	12	4					142
1902	22	16		13	1	19	28	17	4	4				13	16	6					151
1903	28	12		22	7	13	15	8	4	4				30	12	8			5	6	148
1904	15	19		15	2	4			2												
Total	241	131	11	204	92	458	368	137	54	32	3	20	4	195	87	50	1	2	5	6	2,121

TABLE H.—Certificates awarded to Art Schools, 1904.—Primary Course

Name of School.	Number of Students for examination.	Number of Certificates.						Number of teachers' certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates.	
Hamilton Art School.....	70	20	3	2	17	19	61	.....
St. Thomas ".....	20	7	2	2	4	6	21	.....
Toronto ".....	38	14	1	2	15	12	44	1
Total	128	41	6	6	36	37	126	1

TABLE I.—Certificates awarded to Art Schools, 1904.—Advanced Course.

Name of School.	Number of Students for examination.	Number of Certificates.						Number of teachers' certificates.
		Shading from flat.	Outline from round.	Shading from round.	Drawing from flowers.	Industrial design.	Total proficiency certificates.	
Hamilton Art School.....	63	1	3	6	12	15	37	.....
St. Thomas ".....	8				3	1	4	.....
Toronto ".....	49	3	2	5	1	5	16	.....
Total	120	4	5	11	16	21	57	.....

TABLE J.—Certificates awarded to Art Schools, 1904.—Mechanical Course.

Name of School.	Number of Students for examination.	Number of Certificates.					
		Advanced geometry.	Machine drawing.	Building construction.	Architectural designs.	Advanced perspective.	Total proficiency certificates.
Hamilton Art School	39	5	3	.....	2	6	16
St. Thomas "	11	3	2	1	2	.....	8
Toronto "	2	.....	.....	.....	.....	.....	.....
Total	52	8	5	1	4	6	24

TABLE K.—Certificates awarded to Art Schools, 1904.—Industrial Art Course.

Name of School.	Number of Students for examination.	Number of Certificates.					
		Modelling in clay.	Wood-carving.	Engraving.	Lithography.	Painting on china.	Total proficiency certificates.
Hamilton Art School	2	1	.....	.....	1	.....	2
St. Thomas "	6	.....	6	.....	.....	.....	6
Toronto " .....	.....	.....	.....	.....	.....	.....	.....
Total	8	1	6	.....	1	.....	8

TABLE L.—Certificates awarded to Art Schools, 1904.—Extra Subjects.

Name of School.	Number of Students for examination.	Number of Certificates.														
		Painting from life.	Painting, oil colors.	Painting, water colors.	Monochrome.	Pastel.	Drawing from life.	Pen and Ink sketches.	Shading from antique.	Shading from casts.	Industrial design.	Industrial design (elementary.)	Machine drawing.	Monotype.	Pyrography.	
Hamilton Art School	54	...	1	1	..	1	5	2	3	10	7	9	3	5	6	53
St. Thomas "	12	...														5
Toronto "	59	2	...	2	2	3	10	10	12	9	13	...	5	...	...	63
Total	125	2	1	3	2	4	15	12	15	19	20	9	8	5	6	121

TABLE M.—Certificates awarded to Public and High Schools, Ladies' Colleges, etc., for 1904.—Primary Course.

Name of School.	Number of students for examination.	Number of certificates.						Number of teachers' certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates.	
Almonte High School	38	19	2	1	8	2	32	.....
Arthur "	26	13	.....	.....	9	4	26	.....
Athens "	81	32	4	16	40	38	130	11
" Model School	30	25	.....	.....	16	16	57	.....
Aurora High School	40	19	.....	.....	16	18	53	.....
Belleville, Albert College.	20	8	.....	.....	7	1	16	.....
Blyth Public School	10	4	2	.....	5	2	13	.....
Bradford High School ..	28	14	.....	.....	6	3	23	.....
Brantford Central School.	119	49	.....	.....	30	24	103	.....
" Darling St.	40	11	.....	.....	7	4	22	.....
" Victoria School ..	11	9	.....	.....	2	2	13	.....
Calgary, N.W.T.	1	.....	1	.....	.....	.....	1	.....
Carleton Place H. School	76	57	.....	.....	51	25	133	.....
Chatham, McKeough Sch'l	72	27	.....	.....	13	20	60	.....
" Central School..	103	38	.....	.....	27	22	87	.....
Clinton Coll. Institute ..	35	14	2	.....	12	13	41	.....
Collingwood Coll. Institute	75	29	5	5	32	17	88	1
Cornwall High School ..	2	1	.....	.....	1	1	3	.....
Deseronto "	47	19	13	.....	10	13	55	.....
East Toronto "	26	8	9	.....	9	2	28	.....
Forest "	23	4	.....	.....	.....	5	9	.....
Hamilton, Coll. Institute	79	20	.....	.....	30	31	81	.....
" Barton St. School.	71	17	.....	.....	13	16	46	.....
" Central School ..	55	20	.....	.....	24	6	50	.....
" Cannon St. School	136	74	.....	.....	76	30	180	.....
" Caroline St. School	71	22	.....	.....	15	10	47	.....
" Hess St. School ..	104	57	.....	.....	37	24	118	.....
" King Edward School.	57	19	.....	.....	11	9	39	.....
" Murray St. School ..	33	10	.....	.....	16	11	37	.....
" Picton St. School	39	14	.....	.....	14	3	31	.....
" Queen Victoria School	114	58	25	23	46	29	181	.....
" Ryerson School	176	56	29	22	62	52	221	14
" Sophia St. School ..	25	4	.....	.....	3	2	9	.....
" Stinson St. School ..	158	42	.....	.....	19	22	83	.....
" Victoria School	39	21	.....	.....	12	2	35	.....
" Wentworth St. School	61	23	.....	.....	29	18	70	.....
" West Avenue School..	70	35	.....	.....	41	16	92	.....
Ingersoll Coll. Institute..	1	1	.....	.....	.....	1	2	1
Markham High School ..	68	16	3	4	17	10	50	.....
Merrickville Public School	7	.....	2	.....	.....	.....	2	.....
Morrisburgh Coll. Inst. ..	59	12	3	7	16	5	43	2
Mount Forest High School	37	24	.....	.....	14	13	51	.....
Napanee Coll. Institute..	62	.....	.....	.....	40	13	53	.....
Newmarket High School..	54	19	3	3	11	6	42	.....
Oshawa "	43	17	.....	.....	27	7	51	.....
Owen Sound Coll. Inst. ..	130	64	39	17	61	47	228	13
Parkhill High School	67	32	.....	.....	24	11	67	.....
Pembroke "	26	12	.....	.....	4	2	18	.....
Perth Coll. Institute	55	34	.....	1	30	28	93	.....

TABLE M.—*Concluded.*

Name of School.	Number of students for examination.	Number of certificates.						Number of teachers' certificates.
		Freehand.	Geometry.	Perspective.	Model.	Blackboard.	Total proficiency certificates.	
Petrolea High School	27	11	2	2	11	5	31	1
Port Dover "	19	12	.....	.....	9	10	31	.....
Richmond Hill "	38	8	5	.....	10	8	31	.....
Renfrew Coll. Institute ..	22	11	.....	.....	2	4	17	.....
Ridgetown	2	.....	1	.....	2	.....	3	.....
Sarnia	1	.....	.....	.....	.....	1	1	1
Seaforth Coll. Institute..	42	26	8	5	15	9	63	1
Smith's Falls Pub. School	46	37	1	.....	22	23	83	.....
Streetsville High School..	15	7	.....	.....	8	.....	15	.....
St. Thomas, Alma College	5	5	1	2	4	4	16	.....
Toronto, Jarvis St. Coll. Institute	45	21	5	.....	20	20	66	1
" Harbord St. Coll. Inst.	114	74	.....	.....	74	44	192	.....
" Loretto Abbey	50	27	5	2	25	20	79	2
" Palmerston Ave. P. S.	34	17	.....	.....	17	11	45	.....
Uxbridge High School ...	33	.....	5	1	.....	10	16	1
Windsor Coll. Institute ..	113	43	31	9	45	40	168	1
Total	3,407	1,422	206	120	1,257	835	3,870	59

TABLE N.—Certificates awarded to High Schools, Ladies' Colleges, etc., 1904.—Advanced Course.

Name of School.	Number of Students for examination.	Number of certificates.					Number of teachers' certificates.	
		Shading flat.	Outline round.	Shading round.	Drawing flowers.	Industrial design.		Total proficiency certificates.
Belleville Albert College.....	8			2	1	2	5	
Forest High School.....	5					1	1	
Hamilton, Hess St. Public School....	52				4		4	
“ Sophia St. “ “ ..	4				1		1	
Markham High School.....	17	1			2		3	
Smith's Falls Public School.....	5			2			2	
St. Thomas, Alma College.....	3	1	2	2	3	3	11	1
Toronto, Loretto Abbey.....	50	2	3	6	18	4	33	2
Windsor Collegiate Institute.....	17	2		4	12	7	25	
Total.....	161	6	5	16	41	17	85	3

TABLE O.—Certificates awarded to High Schools, etc., 1904.—Mechanical Course.

Name of School.	Number of students for examination.	Number of Certificates.					Total proficiency certificates.
		Advanced Geometry.	Machine Drawing.	Building construction.	Architectural designs.	Advanced perspective.	
Brantford Central School.....	1	1	.....	.....	.....	.....	1
Cobourg Collegiate Institute.....	1	.....	.....	.....	.....	1	1
Markham High School.....	4	1	1	.....	.....	2	4
Morrisburgh Collegiate Institute.....	1	.....	.....	.....	.....	1	1
Perth Collegiate Institute.....	1	.....	.....	.....	.....	.....	.....
Ridgetown Collegiate Institute.....	2	1	.....	.....	.....	.....	1
Seaforth “ “.....	1	1	.....	.....	.....	1	2
Smith's Falls Public School.....	1	.....	.....	.....	.....	.....	.....
Windsor Collegiate Institute.....	5	.....	.....	.....	.....	.....	.....
Total.....	17	4	1	.....	.....	5	10

TABLE P.—Certificates Awarded to Ladies' Colleges, etc., 1904.
Extra Subjects.

Name of School.	Number of students for examination.	Number of Certificates.			
		Painting, oil colors.	Painting, water colors.	Industrial design.	Total.
Belleville, Albert College.....	7	.....	.....	1	1
St. Thomas, Alma College.....	6	2	5	.....	7
Toronto, Loretto Abbey.....	5	1	.....	.....	1
Total.....	18	3	5	1	9

An Order in Council has been passed, that in future Art School Examinations by the Education Department be abolished.

TEACHERS' FULL CERTIFICATES.

The following full certificates in the Primary and Advanced Courses were awarded in 1904.

1. TEACHERS' CERTIFICATES—PRIMARY COURSE.

Name.	Address.	Name.	Address.
Males.		Females.	
Baker, David	Owen Sound	Allison, Gertrude	Toronto
Bicknell, Harry	Petrolea	Ballentine, Nettie	Hamilton
Brown, Andrew	Hamilton	Batty, Irene	Owen Sound
Chagnon, Elmer	"	Boddy, O J.	"
Chapin, Roscoe	Uxbridge	Bogart, Bessie	Toronto
Connolly, Christopher ..	Athens	Buttrum, Mary	Hamilton
Craig, James	Owen Sound	Byron, Kathleen	"
Dallyn, Reginald	Hamilton	Cadwell, Lily	Athens
Douglas, Linton	Owen Sound	Charlesworth, Beatrice ..	Hamilton
Ewens, George	"	Connell, Ida L.	St. Thomas
Greene, David	Athens	Danby, Edith	Athens
Hatch, S. B.	Sarnia	Defoe, Helen	Toronto
Lacasse, Edmund	Seaforth	Derosier, Martha J.	Morrisburg
Lancefield, Chas.	Hamilton	Every, Maude	Athens
Leslie, Percy	Owen Sound	Little, Effie	Owen Sound
Lightheart, Wm.	Hamilton	McAndrew, Elydia	Athens
Little, Wm.	Owen Sound	Morris, Mabel	"
McMillan, George	Athens	" Ruby	"
McNeil, George	Owen Sound	Nicholson, Nellie	Hamilton
Metcalfe, Arthur	Hamilton	Parsons, Lily	Owen Sound
Mills, Roy	"	Presnell, Alberta	Hamilton
Norman, Lambert	Ingersoll	Rolfson, Orville	Windsor
Parmenter, Wm.	Hamilton	Taylor, Maude	Athens
Perry, Roy	"	Trevaskis, Grace	Hamilton
Potruff, Wallace	"	Turner, Edith	"
Potts, Wm.	Owen Sound	White, Kate E.	Collingwood
Robertson, James	Hamilton	Wiltse, Winnie	Athens
Robinson, Wm.	"		
Scott, Allan	"		
Shearer, David	"		
Sainsby, Claude	"		
Weagant, Ross	Morrisburg		
Wills, Samuel	Owen Sound		

2. TEACHERS' CERTIFICATES—ADVANCED COURSE.

Name.	Address.	Name.	Address.
Females.		Female	
Defoe, Helen	Toronto	Procunier, May V.	St. Thomas
Louis, Sr. M.	"		

Examination Papers.

The total number of examination papers sent out for 1904 was as follows:

Primary Course.

Freehand	525
Geometry	1,108
Perspective	940
Model Drawing	3,176
Blackboard Drawing	3,180
	<hr/> 8,929

Advanced Course.

Shading, flat	161
Outline, round	159
Shading, round	178
Flower Drawing	250
Industrial Design	135
	<hr/> 883

Mechanical Course.

Advanced Geometry	40
Machine Drawing	43
Building Construction	3
Advanced Perspective	33
	<hr/> 119

Total	<hr/> 9,931
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ART SCHOOLS.

Report for the year ending 30th April, 1904.

Only three Art Schools were in operation in 1903-4, viz.: Hamilton, St. Thomas and Toronto.

The decrease of Art Schools may be attributed to the increased interest taken in drawing in Public and High Schools, Ladies' Colleges, etc., also to the progress of technical education in the Province. It is gratifying to state that qualified teachers are now employed in a large number of High and Public Schools, Ladies' Colleges, etc., and their pupils are very successful in passing the curriculum of studies in the minor branches.

An Order-in-Council has recently been passed that in future the Education Department shall not hold Art School Examinations.

1. **Hamilton Art School.** Hamilton Art School has recently been re-organized with a new staff of teachers. It is proposed that this winter a curriculum of studies on technological subjects be prepared and encouraged; this has met with the approval of the Hon. Minister of Education.

Their report shows that 202 pupils attended day and evening classes; 4,387 lessons were given.

The following list shows the number of lessons taken by pupils in each subject.

Primary Course.—Freehand Drawing, 171; Practical Geometry, 152; Linear Perspective, 146; Model Drawing, 162; Blackboard Drawing, 143.

Advanced Course.—Shading from Flat, 365; Outline from Round, 324; Shading from Round, 331; Drawing from Flowers, 335; Industrial Design, 379.

Mechanical Course.—Advanced Geometry, 107; Machine Drawing, 496; Building Construction, 188; Architectural Design, 214; Advanced Perspective, 66.

Industrial Art Course.—Lithography, 46; Painting on China, 216.

Extra Subjects.—Drawing from Life, 491; Pyrography, 55.

The report shows that the students in attendance represented the following trades and professions, viz.: Artists, Cabinet Makers, Carpenters, Clerks, Draughtsmen, Lithographers, Machinists, Manufacturers, Painters, Plasterers, Plumbers, Pressers, Shoemakers, Stenographers, Students, Tailors, Teachers, Tobacconists.

The receipts, including Government Grant, were : \$4,204.12.

2. St. Thomas Art School. I recently inspected St. Thomas Art School, and am pleased to state that the officers and principal approve of changing the curriculum so as to make Art Schools more valuable by teaching technical subjects, which will be of special value in their manufacturing town.

Their report shows that they had pupils over 15 years of age who attended as follows:

Primary Course, 34 pupils.

Advanced Course, 36 pupils.

Mechanical Course, 57 pupils.

Industrial Art Course, 11 pupils.

The pupils represented the following trades and professions, viz.: Broom Makers, Clerks, Machinists, Masons, Printers, Railway Clerks, Students and Teachers.

As this School is incorporated with the St. Thomas Free Library the receipts and expenditure are given in the annual report of the Library for 1903.

3. Toronto Art School. The report of the Toronto Art School shows that Students attended classes as follows:

Primary Course.—Freehand, 20; Geometry, 12; Perspective, 15; Model Drawing, 16; Blackboard Drawing, 16.

Advanced Course.—Shading Flat, 34; Outline Round, 41; Shading Round, 40; Drawing from Flowers, 33; Industrial Design, 13.

Mechanical Course.—Advanced Geometry, 6; Machine Drawing, 2; Building Construction, 13; Architectural Design, 12; Advanced Perspective, 8.

Extra Subjects.—Painting and Drawing from Life, 64.

Their report shows that the students in attendance represented the following trades and professions, viz.: Artists, Architects, Book-keepers, Carpenters, Clerks, Designers, Draughtsmen, Engineers, Framers, Glass Stainers, Illustrators, Lithographers, Nurses, Reporters, Sign Writers, Teachers and Wood Carvers.

The receipts, as audited for the year ending 1st May, 1904, were \$2,-765.75; expenditure, \$3,758.98; deficit, \$993.23.

4. *Ontario Society of Artists*.—The report from the Ontario Society of Artists shows that the following pictures were selected by the Society for the Provincial Art Gallery:

"The Coming Storm," J. W. Beatty; "The Day is Done," F. M. Bell-Smith.

The following pictures were selected by the Committee of the Civic Art Guild for the Provincial Art Gallery:

"October," W. E. Atkinson\$200.00

"A Newfoundland Trout Stream," W. Smith 125 00

"Bretaine," G. Chavignaud..... 350 00

"Sunset Glow," F. H. Brigden..... 125 00

The Provincial Art Gallery was re-hung. 113 pictures were placed upon the walls.

The 31st Annual Exhibition was held in March. 118 paintings in oil, 93 water colors and 3 pieces of sculpture were exhibited.

The Art Exhibition at the Toronto Industrial Exhibition was given over to the Society, with a grant of \$2,000.00 from the Industrial Board of Directors. The board also purchased \$1,000.00 worth of pictures from the walls of the exhibition, which contained 162 oils, 144 water colors, 83 designs, and illustrations, and 16 sculptures.

A school of Canadian Designers has been founded by graduates and members of the Ontario Society of Artists in London, England, with the name of the "Carlton." It is very successful, and great and satisfactory results are anticipated.

The Society sent a valuable collection of pictures to Winnipeg, and a small collection to the Orillia Exhibition.

The Treasurer's report up to May, 1904, shows that the receipts were \$6,644.20; expenditure, \$5,066.14; balance on hand, \$1,578.06.

LITERARY AND SCIENTIFIC INSTITUTIONS.

1. Hamilton Scientific Association.

The report of the Hamilton Scientific Association shows that they have 213 members.

Four meetings of council and seven meetings of the general association were held during the year, at which the following papers and addresses were given:

(1) Inaugural Address, J. M. Dickson, President.

(2) The Birds of Ontario, O. J. Stevenson, M.A.

(3) The Art of Glass-blowing from the earliest times, F. B. Kenrick, M.A., Ph.D.

(4) Nationalism in Poetry and the Canadian Poets, Prof. Pelham Edgar.

(5) Ontario North Land, W. A. Park, B.A., Ph.D.

(6) The Manufacture of National Products, F. B. Allen, M.A., Ph.D.

(7) Presentation of reports, election of officers, etc.

New upright cases have been procured for the museum. The museum has been kept open every Saturday afternoon during the year for the benefit of the public.

Geological Section.—This section has been very active. Col. C. C. Grant read two papers on Geological Notes. The Colonel has made the discovery of several new graptolites, which have been sent to authorities for identification and classification. A considerable number of fossil sponges have been obtained and distributed to different parts of the world. Through the good work of Col. Grant the Barton Beds in the vicinity of Hamilton have become famous for the number and variety of specimens obtained from them. About two hundred specimens have been presented and acknowledged by the British museum, and museums at Ottawa, New York and Washington.

Photographic Section.—This section has held a prosperous year. The number of members who contributed slides to the interchange sets and prints to the annual exhibition have largely increased. The section is now a member of the American Lantern Slide Interchange. Twenty-five members contributed slides from which a selection of one hundred was made, including Canadian scenery, and sent to New York. Forty-five were chosen as a set to go the rounds of the interchange. Five slides were chosen for

the European set. At intervals during the year meetings were held at which sets of slides were shown and instructive demonstrations were given, including:

- (a) Toning Development-Out paper, A. G. Alexander.
- (b) Development of under and over exposed plates, J. G. Gadsby.
- (c) Making of Lantern Slides, J. H. Land.

Improvements have been made in the dark room, including a new zinc developing table, twelve new lockers, several large developing trays and graduates.

Outing.—An enjoyable outing was held at Guelph on Victoria Day.

Annual Exhibition.—The annual print exhibition was held on the 24th 25th and 26th March, and was largely attended by the members and the public.

Astronomical Section.—This section had a busy year. Fourteen meetings were held at which papers were read. Large audiences attended all these meetings.

Their annual report was printed at a cost of about \$200.00, and circulated as usual.

Receipts, including government grant, \$648.91; expenditure, \$648.73; balance on hand, 18 cents.

2. Ottawa Literary and Scientific Society.

Ottawa Literary and Scientific Society report shows that there are 258 members. The library is open daily and contains 4,755 books, besides many valuable unbound pamphlets and other publications received in exchange from corresponding societies. The number of volumes issued was 4,403. and 1,400 current reviews and magazines.

The reading room is open daily (Sunday excepted) from 8.30 a.m. to 10 p.m. It is supplied with all the leading periodicals and papers, and is largely attended by the members. The magazines, etc., not bound for the library were sold by tender to the members.

Lectures.—A very attractive and instructive course of lectures was arranged, and these were given weekly during the winter, and were more than usually well attended. The lecture by Prof. McNaughton was delivered in the Assembly Hall of the Normal School, but all the others were given in the Society's library.

The programme was as follows:

- (1) Impressions of the British House of Commons, Hon. Sir Louis Davies, K.C.M.G.
- (2) A Bundle of Old Letters, Rev. G. F. Salton, Ph.B.
- (3) Our Forests and their Preservation (with lantern views), Dr. Robert Bell, I.S.O., F.R.S., F.R.S.C., &c.
- (4) Colour Values by Photography (with lantern views), J. S. Plaskett, B.A.
- (5) Browning and the Historical Spirit, Prof. John McNaughton, M.A., (McGill Univ.)
- (6) Glimpses of South America, Dr. Leonard Vaux.
- (7) Romance and Realism in Fiction, Rev. R. J. Hutcheon, M.A.
- (8) Types of Empire, Thos. MacFarlane, M.E., F.R.S.C.
- (9) Student Life in Paris, Harold Routh, B.A., (Bishop's College Lennoxville).

The last lecture was a special one delivered under the patronage of His Lordship the Bishop of Ottawa, who presided as Hon. Chairman.

The member's fees have been raised to \$3.00 per annum, which includes attendance to lectures, with all privileges of library, reading room, etc.

Voluntary subscriptions of \$177.00 were received during the year; this amount was applied to the purchase of new books.

The Treasurer's statement shows that the receipts, including government grant, were \$1,010.45; expenditure, \$907.07; balance on hand, \$103.38.

I recommended the officers I met to try and amalgamate with the Field Naturalists' Club and the public library, so that their extensive library would be of more value to the public.

3. L'Institut Canadien Francaise, Ottawa.

The annual report of the L'Institut Canadien Francaise shows that they had a disastrous fire in February, destroying their furniture and damaging the library, which loss they consider irreparable, especially as regards many rare and valuable books and documents which were destroyed and injured.

It is gratifying to state that on my visit in December they had given up their temporary rooms and everything is now in working order, and, although the insurance received was inadequate to meet losses, they are hopeful for the future.

In consequence of the conflagration the attendance was not so large as formerly, but they succeeded in giving a course of twelve lectures, as follows:

- (1) "The Dreyfus Affair," Auguste Lemieux.
- (2) "Leo XIII. and the Papacy," Rev. Father Lecocq.
- (3) "Brussels," Mr. Edouard F. Surveyer.
- (4) "France," Mr. A. D. DeCelles.
- (5) "Hieroglyphics," Rev. Father Van Bacelaere.
- (6) "A Trip to the North Pole," Capt. Bernier.
- (7) "Women of the XVIIth Century in France," Miss Vianzone (Prof. of French Literature in St. Petersburg Univ.)
- (8) "Artistic Sense of the French Canadian Artisan," M. E. Bouchette.
- (9) "Lecture on Elocution," Miss St. Jean.
- (10) "The Feminism," Rev. Father Delor.
- (11) "Che Lachaud," the great French Lawyer, Auguste Lemieux.
- (12) "Poetry," Henri Desjardins.

The Treasurer's report shows that receipts were \$1,483.65; expenditure, \$2 127.30. The deficit for repairs to building, etc., is \$643.65.

4. St. Patrick's Literary and Scientific Association.

Ottawa.—The annual report of this association shows that, although they expended during the year over \$3,000.00 for their new building they still have a balance on hand.

The officers and members of the association are to be congratulated on having erected a spacious building, with all modern improvements, which cost over \$30,000.00, and has been paid for through the strenuous efforts of the officers and the liberal assistance of the members.

They have an excellent Library, with modern equipments, containing 1,596 books; also a first class reading room well patronized.

The lectures are well attended.

The Treasurer's report shows that the receipts were \$4,106.36; expenditure, \$4,001.65; balance on hand, \$104.71.

5. Ottawa Field Naturalists' Club.

The report of the council of the Ottawa Field Naturalists' Club for the year ending 15th March, 1904, shows that the club has now completed its twenty-fifth year. The completion of a quarter of a century of active organized work was fittingly celebrated by the members of the club. The first of the winter soirees was addressed by speakers who were all members of the first council, and each told briefly of some of the many changes of the past twenty-five years, and the part the club has taken in leading and directing scientific thought during that time.

During the year special efforts have been put forth towards enlisting the teachers and students of the various educational institutions in the work of the club. This has been done by numerous field excursions, lectures and demonstrations, and the addition of a Nature Study department to the Ottawa Naturalist. The result has been to diffuse the work into new channels. A number of the teachers of the city have taken their classes afield for an afternoon's study of the birds, insects, flowers, trees, rocks, soil, etc., of some locality.

Membership.—The total membership is now 266, composed of 258 ordinary members and eight corresponding.

Winter Soirees.—Fortnightly meetings were held through the winter, and were largely attended by members and the general public.

The following is the programme of the past winter:

December 15th. Twenty-fifth Anniversary of the Founding of the Club.
Address of Welcome by Principal J. F. White, of the Normal School.
The President's Address.

The Study of Natural History at Ottawa before the formation of the Club. Lieut.-Col. White, C.M.G.

Botanical conditions round Ottawa twenty-five years ago. R. B. White.

Ottawa as a Natural History Locality twenty-five years ago. Dr. James Fletcher.

The Workers in Natural History at Ottawa twenty-five years ago. Lieut.-Col. W. P. Anderson.

What the Ottawa Field Naturalists' Club has accomplished. Dr. H. B. Small.

1904.

Jan. 5. The Difference and Correspondences between the Avifauna of Ottawa and of the Maryland Alleghanies. Rev. G. Eifrig.

Report of the Geological Branch.

Jan. 19. The recent Landslide on the Lièvre River. Illustrated by lantern slides. Dr. A. E. Barlow.

Report of the Ornithological Branch.

Feb. 2. Sap and Sap Circulation. F. T. Shutt, M.A.

Two Springs. Dr. C. Guillet.

Feb. 16. A Summer's Cruise on the Labrador Coast. Illustrated by lantern slides. Dr. R. A. Daly.

Mar. 1. Colour in Nature. Dr. S. B. Sinclair.

Report of the Entomological Branch.

March. 15. Annual meeting.

Report of the Zoological Branch.

Report of the Botanical Branch.

April 5. Short Talks on how to Collect and Preserve Specimens, with Practical Demonstrations by various members of the Club.

The members of the Entomological Branch have been very active during the year. Fortnightly house meetings have been held during the winter, and at several interesting papers were read. There has been a renewed activity in collecting and studying the insects of the Ottawa District, and good work has also been done by outside members. The leaders have all been exceptionally active and large additions have been made to the local lists of insects.

The Geological Branch report shows that leaders attended the excursions and a larger number than usual joined the Geological Sections on these occasions.

The Ornithological Branch also had leaders at the different excursions to aid in the identification of birds seen and heard. Through the aid of the Honourable Frank Latchford arrangements have been made for the appointment of a special officer to enforce the Provincial Act that prohibits the destruction or trapping of useful birds.

The Ottawa Naturalist.—The seventeenth volume of the *Ottawa Naturalist* has been completed. It contains twelve numbers of two hundred and twenty-eight pages with eight plates.

Excursions.—Nine sub-excursions were held during the year; these excursions were to places in the immediate vicinity of Ottawa, and were highly successful. Special attention was given to the forest trees, their mode of growth and the various means of identifying them, especially by the buds. The two general excursions were to Chelsea and Aylmer, the former held on the 16th May was attended by over three hundred members and friends of the club. These excursions gave an excellent introduction to Nature Study. Full accounts of the localities visited and the work done at these outings have appeared from time to time in the *Ottawa Naturalist*.

Work done by the Several Branches.—The work of the branches covers a wide field. The botanical section was exceptionally fortunate in having several of the leaders in Ottawa during the entire season. Prof. John Macoun, in his official capacity, spent the summer in Ottawa and vicinity making a special study of the fungi. He added over two hundred species to the Ottawa flora. Dr. James Fletcher has continued his studies of violets and done much toward the differentiation of species. Dr. C. Guillet has devoted much time to phenological observations, and Mr. D. A. Campbell to the morphology of plants. During the winter several meetings were held at the homes of the members. At each meeting a paper was read and twenty-five papers by leading scientists were published in this volume, besides several short articles, book reviews, etc., also a series of articles on nature study, edited by Dr. J. Fletcher. A large number of copies of each article was printed and distributed to teachers throughout the province.

Receipts, including government grant, \$537.78; expenditure, \$498.60; balance on hand, \$39.18.

6. Ottawa University Society.

The report of the Ottawa University Society shows that the members met once a week to discuss scientific subjects.

The following lectures were given during the session to members and students of the university:

- (1) "The Physiology of Bodily Exercises," Rev. J. A. Lajeunesse.
- (2) "How Plants Behave," O. J. McDonald.

- (3) "Hydraulics," The Evolution of the Water-Wheel, C. J. Jones.
- (4) "Zoology," The Ruminants of the Dominion, O. Seguin.
- (5) "Training and its Effects," Rev. J. A. Lajeunesse.
- (6) "Chemistry and Physics in Magic," with experiments, R. Brynes
- (7) "Carlyle's Estimate of Cromwell," Prof. Gray.
- (8) "Phosphorous and its uses," Rev. G. Gauvreau.
- (9) "Rock Desintegration and formation of Soils," A. McDonald.
- (10) "The X-Rays," Dr. M. O. Boyle.
- (11) "Ancient Rome," illustrated, Rev. C. Sherry, D.D.

The annual excursion of the Society was held at Pelissier's Cave, 25 miles from Ottawa, and the programme was carried out under most favorable conditions.

The main building of the University of Ottawa was destroyed by fire on the 2nd of December. The Scientific Society loses its library containing about 1,000 books, two valuable cameras, photograph apparatus, 250 lantern slides, and miscellaneous apparatus, which, unfortunately, were not insured.

As soon as the new building is finished they intend having weekly lectures, and will give public entertainments to assist them in purchasing new apparatus, etc.

Receipts, including government grant, \$136.00; expenditure, \$131.55; balance on hand, \$4.45.

7. Royal Astronomical Society of Canada, Toronto.

This Society, formerly known as the Toronto Astronomical Society, sent a petition to His Excellency, the Governor-General, in January, 1903, requesting a change of name to "Royal Astronomical Society of Canada." The petitioners show (1) that they encourage research and original work and publish transactions for distribution to members and scientific societies throughout the world; (2) That they have promoted the formation of other societies with similar aims; (3) That they have a library of standard works, maps, charts, globes, etc., to which the public have access; (4) That the petitioners have refracting and reflecting telescopes and other instrumental apparatus; (5) That fortnightly meetings are held at which papers are read and discussed, except in the months of July and August, when open-air meetings are held; (6) That they are in correspondence with more than one hundred societies and observatories in many countries, with which it exchanges reports.

In reply to the petition the following letter was received:

OTTAWA, 27th February, 1903.

SIR,—Referring to the recent petition of the Toronto Astronomical Society to be allowed to use the prefix "Royal" I have now the honor to inform you that the Governor-General has received a dispatch from the Secretary of State for the Colonies acquainting His Excellency that His Majesty the King has been graciously pleased to grant permission to the Toronto Astronomical Society to adopt the title of the Royal Astronomical Society of Canada.

(Signed) JOSEPH POPE,
Under-Secretary of State.

R. F. STUPART, Esq., F.R.S.C.,
President Toronto Astronomical Society, Toronto, Ont.

The following papers were read and discussed in 1903:

- (1) Experiments with Physical Apparatus. A. F. Miller.
 - (2) President's Address. R. F. Stupart.
 - (3) Celestial Measurements. Prof. A. T. DeLury.
 - (4) Stellar Motions. A. F. Miller.
 - (5) Astronomy of Milton. J. A. Paterson, M.A.
 - (6) The Diatonic Scale. Geo. A. Anderson, M.A.
 - (7) Is the Moon a Dead World. J. E. Maybee, M.E.
 - (8) Stellar Motions. A. F. Miller.
 - (9) Man's Place in the Universe. Messrs. Lumsden and Collins.
 - (10) The adjustment of the Equatorial Telescope. F. L. Blake, D.L.S.
 - (11) Rotation, a misleading term as applied to the Sun. A. Harvey, F.R.S.C.
 - (12) Helmholtz. Rev. R. Atkinson.
 - (13) An Evening with the Spectroscope. A. F. Miller.
 - (14) Pleasures of the Telescope. Dr. A. D. Watson.
 - (15) Stonehenge. J. C. Hamilton, LL.D.
 - (16) Radium and Astronomical Physics. J. R. Collins.
 - (17) Uranoliths (aerolites). A. Harvey, F.R.S.C.
 - (18) The Nature of Ether Vibrations. C. A. Chant, M.A.
 - (19) Women's Work in Astronomy. Miss Elsie A. Dent.
 - (20) How I built and equipped my Observatory at Hamilton. D. B. Marsh, Ph.D.
 - (21) Notes on a visit to Greenwich Observatory. J. A. Paterson, M.A.
- Receipts, including government grant, \$749.47; expenditure, \$714.44; balance on hand, \$35.03.

8. Toronto Canadian Institute.

The report of the Canadian Institute shows that the year 1903 was prosperous, both as to the excellence of the papers read and the audiences which attended.

The opening lecture by Dr. L. O. Howard, Director of the Bureau of Entomology, Washington, on "The importation of Pests and Insects," was much appreciated.

The Institute is greatly indebted to Sir Sandford Fleming for an investment which provides an income making it possible to pay the expenses of eminent men of science from points outside of Toronto.

During the year twenty-four papers were read, as follows: Geology, Physiography, etc., 5; Biology and Related Sciences, 4; Physics, 4; Economics, 2; Bibliography and History, 2; Photography, 1; Ethics, 1; Miscellaneous, 5.

The natural history section held general meetings at which papers, etc., were given as follows:

- (1) Exhibition of specimens and Microscopic objects.
- (2) President's Address and paper on "The Auks and Guillemots." John Maughan, Sen.
- (3) Exhibition of Specimens.
- (4) Paper on "Oil Wells." S. Dillon-Mills, M.E.
- (5) "The Cuckoos, and their distribution." J. B. Williams, F.Z.S.
- (6) An evening with the Microscope.
- (7) "Our Native Ferns." Miss Wilkes.
- (8) An evening in the University Museum.
- (9) "Vegetable Parasites." C. Armstrong.
- (10) "The Falconidae." John Maughan, Jur.

- (11) "Notes on the Amoeba." S. Dillon-Mills, M.E.
 (12) "Canadian Woodpeckers." J. B. Williams, F.Z.S.
 (13) "Evolution of the Cedars." E. C. Jeffrey.

All the lectures were illustrated.

In addition to the above three special meetings were held.

During the summer the following excursions were made by the members of the section accompanied by their friends: Alton, Riviere Rouge, The Old Mill on the Humber, The Humber, Niagara Falls, (Foster's Flats), Hemlock Grove Farm, Weston.

The librarian reports as follows: 1,085 volumes and periodicals were loaned, 120 volumes were donated to the library, 163 volumes were bound. Total number of exchanges from scientific societies in different parts of the world, 2,290.

Receipts, including government grant, \$393.03; expenditure, \$2,387.92; balance on hand, \$5.11.

9. Wellington Field Naturalists' Club, Guelph.

This Society was paid a special grant of \$100.00, and reports that fortnightly meetings have been held at which papers on Botany, Ornithology and Mammalogy were read and discussed. During the summer field work was done.

10. Historical Societies.

Legislative grants have been paid to Historical Societies as follows:

1. London and Middlesex Historical Society.....	\$100.00
2. Lundy's Lane Historical Society... ..	200.00
3. Niagara Historical Society.....	100.00
Niagara Historical Society, special grant.....	500.00
4. Ontario Historical Society	600.00
5. Wentworth Historical Society.....	100 00
6. Woman's Canadian Historical Society... ..	100.00

APPENDIX J.—REPORT OF THE LIBRARIAN OF THE EDUCATION DEPARTMENT.

*To the Honorable ROBERT A. PYNE, M.D., M.P.P.,
Minister of Education for the Province of Ontario.*

I have the honor to submit herewith the report on the library of the Education Department for the year 1904 :

YEARLY RECORD OF BOOKS LOANED TO STUDENTS AND OTHERS.

In the following table a record is given of the number of books loaned during the years 1895-1904, to the students of the Normal and Model schools, and to the teachers and other persons. A record of each book given out is made in a register, the parties borrowing books signing their names, by way of receipt, and as a guarantee that they will return the books in a given time.

Books given out in the month of—	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904
January	354	573	699	608	484	526	518	542	587	673
February	804	1,040	1,370	928	868	948	1,124	959	1,036	970
March	1,034	1,270	1,702	1,393	1,158	1,454	1,563	1,084	1,538	978
April	627	1,021	1,111	882	848	766	997	1,187	899	854
May	633	843	923	969	895	911	867	832	901	738
June	354	400	609	677	518	540	576	510	591	482
July	223	32	254	265	256	231	317	336	168	220
August	100	16	184	233	329	224	176	233	152	259
September	415	295	514	410	489	432	411	538	476	378
October	1,130	1,170	1,200	1,043	1,018	1,312	1,058	958	761	776
November	1,063	1,268	1,099	1,024	1,034	1,229	1,014	1,158	687	900
December	597	752	704	464	549	547	516	535	600	480
Totals	7,334	8,680	10,369	8,896	8,446	9,120	9,137	8,872	8,396	7,708

Fully one thousand university students and others interested in education generally patronized the library during the year, while a larger number visited it and consulted the various works of reference.

Number and Subjects of the Books Purchased in the Years 1892-1904.

Year.	Volumes.	Subjects.
1892	388	Education, Science, Literature, Art, Text-books, Miscellaneous.
1893	290	
1894	257	
1895	430	
1896	495	
1897	476	
1898	533	
1899	315	
1900	275	
1901	164	
1902	304	
1903	218	
1904	409	

It will be seen in the following table that large accessions have been made to the library in Fiction and Literature. This was rendered necessary in order to meet a demand for the better class of current fiction and to replace worn-out books which had to be discarded.

The Number of Books Purchased in 1900-1904 was as follows

Subjects.	1900	1901	1902	1903	1904
Pedagogy	23	29	40	7	18
Science, (Political Economy, Anthropology, etc.)	24	8	11	3	10
Philosophy and Ethics	5	12	9	8	17
Industrial and Domestic Science	23	2	8	6	24
Poetry	18	1	1	10	13
Fiction and Practical Life	26	5	9	19	79
Literature	78	3	46	35	92
Text-Books	65	32	45	27	37
Miscellaneous (History, Biography, Reference Works)	13	72	102	61	84
Natural History and Nature-Study			33	27	20
Arts				15	15
Totals	275	164	304	218	409

The large increase in the number of text books donated to the library as set forth in the subjoined table is accounted for by the fact that your predecessor, the Hon. R. Harcourt, while in England in 1904, made arrangements with Messrs. Adam & Charles Black, & Longmans, Green & Co., of London, England, to place the text books published by them on the shelves of the library for examination by those interested.

Number of Books Donated to the Library 1898-1904:

	1898	1899	1900	1901	1902	1903	1904
Text-Books	49	74	65	111	41	144	349
Miscellaneous			7	13	54	95	16
Totals	49	74	72	124	95	239	365

Newspapers and Magazines Received during the Years 1900-1904:

	1900	1901	1902	1903	1904
Number of daily and weekly newspapers received	86	91	88	89	109
Number of magazines and other periodicals received	100	102	100	111	94
Totals	186	193	188	200	203

Books, Magazines, etc., Bound during the Years 1893-1904:

1893	1894	1895	1896	1897	1898	1899	1900	1901	1902	1903	1904
109	136	141	98	99	90	94	37	83	71	4	81

Official Reports on Education in Different Countries Received during 1901-1904:

	1901	1902	1903	1904
Great Britain and Ireland	26	43	53	59
Various Provinces of the Dominion	42	42	45	31
Australasia—				
Victoria		5	3	2
New South Wales	1	3		3
South Australia	1	1	1	1
Western Australia	1	1	2	1
Queensland	1			2
Tasmania	1	1		2
New Zealand	9	29	18	26
Other British Possessions:				
Mauritius		1		
Cape of Good Hope	1	1	2	2
Natal	1	1	1	1
Jamaica	2	1	1	1
Cape Town			12	1
Barbadoes	1	1	1	1
British Guinea	1	2	1	1
Straits Settlements	1			
Hong Kong		1		

Official Reports on Education in Different Countries Received during 1901-1904.
Concluded.

	1901	1902	1905	1904
Transvaal.....				1
Various States of the American Union.....	117	54	81	65
Miscellaneous.....				
Brazil.....		3		
Argentine Republic.....	16	12	10	2
Uruguay.....	1		5	
France.....		8	4	2
Germany.....	1		1	3
Portugal.....		2	2	1
Switzerland.....	4	6	2	3
Italy.....	19	29	16	3
Mexico.....		1		2
Japan.....	1		2	1
Totals.....	247	248	263	217

Miscellaneous Pamphlets Received in 1901-1904:

	1901	1902	1903	1904
From various Countries.....	80	75	65	12
From the Dominion of Canada and its Provinces.....	28	74	53	27
Totals.....	108	149	118	39

Many Art books (a list of which is appended) illustrating, in many cases, the best productions of the world's greatest landscape and portrait painters are conspicuously displayed and made easily accessible to all visitors to the library whether teachers, students or other persons. These works have an elevating and refining influence, and are much appreciated and enjoyed by our visitors.

1, England's History, as pictured by famous painters; 2, Glimpses of Canada; 3, Glimpses of the World; 4, America's Wonderland; 5, Beautiful Britain; 6, Sights and Scenes in England and Wales; 7, Photographs of portraits of the Lieutenant-Governors of Upper Canada, 1792-1841, Governor-Governors of United Canada, 1841-1867, Lieutenant-Governors of Ontario, 1867-1902; 8, Photographs of the Algoma Legislative tour; 9, Sights and Scenes of Oxford City and University; 10, California and Alaska; 11, Americans, Charles Dana Gibson; 12, The Weaker Sex, Charles Dana Gibson; 13, Gainsborough, Constable and Turner; 14, Notes on European Picture Galleries; 15, The Madonna in Art, Hurl; 16, Child Life in Art, Hurl; 17, Love in Art, Potter; 18, Saints in Art, Clement; 19, Heroines of the Bible in Art, Clement; 20, Shakespeare in Art, Sadakichi Hartmann; 21, Angels in Art, Clement; 22, Christ in Art, French; Riverside Art Series. 12 volumes by Estelle Hurl; 23, Raphael; 24, Rembrandt; 25, Michael Angelo; 26, Reynolds; 27, Murillo; 28, Greek Sculpture; 29, Titian; 31, Landseer; 32, Tuscan Sculpture; 33, Van Dyck; 34, Correggio; 35, A Popular Handbook to the National Gallery; 36, Memoirs of Italian Painters, Anna Jameson; 37, Life and Correspondence of J. M. W. Turner, Thornbury; 38, Life's Roses, a volume of selected poetry; 39, The Makers of British Art, Landseer; 40, The Makers of British Art, Turner; 41, The Makers of British Art, Romney; 42, British Painters of

the Eighteenth and Nineteenth Centuries; 43, Tennyson's Heroes and Heroines; 44, The Voice of the Sea; 45, Pictures in the Wallace Collection; 46, A Dog Day; 47, Art Pictorial and Industrial; 48, Literary Landmarks of Oxford; 49, Royal Academy Pictures; 50, Four American Universities; 51, Newnes' Art Library, Botticelli; 52, Newnes' Art Library, Sir Joshua Reynolds; 53, Newnes' Art Library, Velasquez; 54, John Leech's Pictures of Life and Character, from the collection of Mr. Punch, 3 volumes; 55, The Heart of Hyacinthe, Onoto Watanna; 56, The Old Country House, Richard Le Gallienne; 57, Phil May's Sketch Book, 2 copies; 58, The Background of Literature, H. M. Mabie; 59, Masterpieces of the Great Artists; 60, The Genius of J. M. W. Turner; 61, The Pilgrim's Progress, Bunyan; 62, Rare Cartoons of Canadian History; 63, Paris, Grant Allen, 2 volumes; 64, Belgium, Grant Allen, 2 volumes; 65, Salons Colonial and Republican; 66, The Life of the Ancient Mexicans; 67, Robert Burns, rare print collection; 68, The Art of the Pitti Palace, Julia deW. Addison; 69, Japan, the Place and its People, G. Waldo Brown; 70, Holland, Nico Jungman; 71, Happy England, as painted by Helen Allingham and Marcus B. Huish; 72, The Hundred Best Pictures; 73, George Morland, G. C. Williamson; 74, A Souvenir of Canadian Cities, J. Phillips; 75, Westminster Abbey, painted by J. Fulleylove, R.L., described by Mrs. A. Murray Smith; 76, The Cathedrals of England, M. J. Taber; 77, Great Englishmen of the Sixteenth Century, Sidney Lee; 78, Pictures of the Tate Gallery; 79, The Old Masters and Their Pictures; 80, Great Masters in Painting and Sculpture; 81, The British Isles.

On taking charge of the library last year I made an examination of the books in order to ascertain how far they met the requirements of a "student's library," as that is the primary object of the existence of the library of the Education Department.

I have come to the conclusion that while there are works in the library of great value to the student body, there are many others which should have a place on its shelves.

Before attempting to recommend the purchase of new books it was necessary to relieve the library of many books, reports, newspaper files, etc., which were the accumulation of years, and which, while valuable in themselves, were unsuitable for a library originated with the object of helping the student in his work from day to day.

How to get rid of this material was a problem, but a problem that, after all, was soon solved. Mr. Alexander Fraser, the Provincial Archivist, regarded this literature as being of special value to his department, and it was at once transferred there. A list of what was sent to the Bureau of Archives is given in this report.

Working Rules for the Library.

1. The library shall be educational, adapted more particularly to the wants of the student body.

2. Every effort shall be made to build up a library which shall touch the life and work of the student at every point throughout the whole course of professional studies.

3. The seminary idea of institutional libraries shall be followed as far as accommodation and convenience will allow.

4. Special arrangements will be made for the wants of teachers and officials.

5. The shelving arrangement shall be based on the decimal system under a topical classification.

6. In expending the annual appropriation the librarian shall give first consideration to the purchase of books in current use by the students and teachers.

7. Should special outlays be required the Hon. the Minister of Education shall be consulted, and his consent obtained.

8. Quarterly catalogues shall be prepared and made accessible to the students.

9. An accession and a stock book will be kept, into which every book, etc., under the control of the library, will be entered.

10. The librarian shall prepare an annual report, which shall be submitted to the Hon. the Minister of Education for publication as an appendix to the Minister's annual report.

11. The librarian shall be held responsible for the library and its working, and shall be directly accountable to the Hon. the Minister of Education.

HENRY R. ALLEY,
Librarian.

Under instructions from the Ex-Minister of Education the following distribution of works and newspapers from this library was made to the institutions, newspaper offices and persons named :

To the Industrial School at Mimico some forty-four volumes, partly worn, of Dickens, Scott and Thackeray's works.

To the University of Ottawa, which lost its library by fire, the reports of the Chief Superintendent and Minister of Education for the years 1845 to 1902, inclusive; Journal of Education, 1848 to 1877; Documentary History of Education in Upper Canada, vols. 2 to 10; Vassar's Lives of the Painters, 2 vols.; Reports of Commissioner of Education at Washington, 6 vols.; Smithsonian Reports, 3 vols.; Hodgkin's Report on Ontario at Philadelphia Exhibition of 1876; Departmental Statutes and School Regulations, 1891-1896; Normal School Jubilee Report, 1897; Hodgkin's Ryerson Memorial Volume; Hodgkin's School Architecture, 1876-1886; Revised School Law of 1885; Millar's School System of New York; Hodgkin's School Manuals, 1861-1864; Ontario Scripture Readings; Les Guepes Canadiennes, by Aug. Laperriere; Hodgkin's Separate Schools in Upper Canada, 1897; Lectures and Reports on Education, by Horace Mann; University Problems, by Daniel C. Gilman; Universities of Canada, Great Britain and the United States, by G. W. Ross; Handbook of Canada, 1897.

To Victoria University, Toronto, bound volumes of the New York Methodist, 1868-9; London Weekly Herald and Evangelical Witness, 1872; Toronto Christian Guardian, four volumes; Toronto Christian Journal, 1872-5; Toronto Church Herald, 1873-4; Toronto Church, 1843-7; Canadian Baptist, 1872-5; Hamilton Christian Advocate, 1870-5; London, Ont., Evangelical Witness, 1873-4; Toronto British American Presbyterian, 1873-5; Montreal Gazette, 1870-6. In all 20 volumes.

To the Globe Printing Company, Toronto, fyles of the Globe, 1864 to 1874, inclusive, 10 volumes.

To the Spectator Printing Company, Hamilton, fyles of the Spectator for the years 1851-57, 1860, 1871-76. 14 volumes.

To Alexander Fraser, Esq., M.A., Provincial Archivist, Parliament Buildings, January 12th, 1904. 21 odd departmental reports, volumes 2 to 10 of the Documentary History of Education in Upper Canada, Reports of the Chief Superintendent and Minister of Education for the years 1847 to 1902, Journal of Education, Upper Canada, 1848 to 1877, a set of Modern Public School Text Books, 17 volumes, a set of 15 volumes of Modern High School Text Books, 19 volumes of old Public and High School Text Books.

To Mr. Fraser, November 4th, 1904: Bound volumes of the New York Methodist, New York Observer, New York Times, New York Albion, Toronto Daily Telegraph, Toronto Mail, Toronto Leader, London Free Press, London Advertiser, London Prototype, London Weekly Herald and Prototype, London Weekly Herald, Toronto National, Toronto Canadian Freeman, Toronto Mirror, Toronto Express, Toronto British Colonist, Belleville Intelligencer, Peterboro' Review, Brantford Courier, Brockville Recorder, Port Hope Times, Stratford Beacon, Woodstock Times, Kingston Chronicle and News, Ottawa Times, Ottawa Daily Citizen, Journal de Quebec, London (Eng.) Watchman, London (Eng.) Evening Mail, Montreal Canadian Courant, Toronto Irish Canadian, Montreal Argus, Montreal Weekly Witness, Montreal True Witness, Toronto Echo, New York Weekly Review, The Fredericton (N.B.) Headquarters, in all about 108 volumes.

To Mr. Fraser, November 22nd, 1904: History of Public Offices, 1846; Report on Public Departments, 1839; 22 volumes Ontario Gazette, 1889-1899; 23 volumes Canada Gazette, 1841-1863; Bills of Canada, 2 volumes; 8 volumes Canadian Reports of Commissioners, 1828-1853; 16 volumes Parliamentary Papers relating to Canada, 1828-1844; Reports of Finance, 1850; 6 volumes of Imperial Parliamentary Papers relating to Canada, 1784, 1828-1835, 1836; Public Accounts, Canada, 1839-51; 2 volumes Canadian Parliamentary Papers, 1812-1819; 13 volumes United States Pacific Railroad Surveys; 10 volumes of United States Senate Reports of Meteorological Observations, 1854-59; 12 volumes United States Coast Surveys; Miscellaneous Collection of old English Colonial Reports; Miscellaneous Collection of old Canadian Blue Books.

To Mr. Fraser, November 24th, 1904: 23 pamphlet cases on Canadian Pacific Railway, Intercolonial, Grand Trunk, Great Western and other Canadian railways, a large number of old Toronto and other Canadian directories, Chambers' Political Annals, 1763, English Blue Books relating to Colonies, miscellaneous collection United States Reports.

Sent to Mr. Fraser, December 15th, 1904: Dawson's Lake Superior and Red River Report of 1850; Maps of Canada, 1857; 6 volumes of Journals and Appendices of Lower Canada, 1834-37; 2 volumes of Volunteer Review; 3 volumes of New York Albion; 6 volumes of Maps of Canada, 1857; 5 volumes of Plans to Geological Reports, 1857; 2 volumes Les Ursulines de Quebec, 1864; 26 volumes of Geological Reports of Canada, 1870 to 1900: surplus numbers of Dominion Sessional Papers, also miscellaneous Parliamentary Papers and Blue Books.

HISTORIOGRAPHY.

The eleventh volume of the "Documentary History of Education in Upper Canada," covering the years 1853-55, was published during the year. As the Editor remarks in the Preface, "This volume marks a new epoch in the progress and expansion of education in this province. In it are recorded the various steps, incidentally taken, and, to a certain extent, without concert among the educational authorities, to bring about a greatly improved state of things. Not only the condition, but the status and future of elementary education were specifically dealt with, and intermediate education also received a new impulse in the organization, and consequent improvement in the condition of the County Grammar Schools. Higher education, also, received at the same time a large share of attention: the whole course of instruction in the University of Toronto was thoroughly revised, so as to adjust the curriculum to the needs of the country, and also to produce a degree of harmony—not hitherto attained—in the working of the various Departments of the University."

REPORT
OF THE
MINISTER OF EDUCATION
For the Year 1904.

PART II.

APPENDIX K—*MANUAL TRAINING AND TECHNICAL EDUCATION.*

REPORT OF THE INSPECTOR.

HON. R. A. PYNE, M.D., M.P.P.,

Minister of Education, Toronto.

SIR,—I beg to submit herewith my fourth Annual Report on Manual Training, Technical Education and Art Instruction as carried on in the schools of this Province.

Considerable progress has been made, and though much remains to be done before these subjects are generally adopted and efficiently taught, the result so far achieved may fairly be regarded as satisfactory. Teachers are conservative. Changes in educational method and practice are of slow growth and rightly so. Each change made should receive the most careful consideration and nothing new introduced simply because it is new.

Four years ago there was not a single Manual Training School or Household Science department in the Province. To-day there are in active operation over thirty schools in which Manual Training is taken and eighteen in which Household Science is taught, while several other educational authorities are considering the advisability of their introduction. All these schools receive generous aid from the Department, and it is only by the continuance of this aid that these necessarily expensive subjects can be further introduced and extended. The difficulties in the way do not usually arise from the disinclination of the people. On the contrary there exists an earnest desire in many quarters that these branches should be included in the curriculum.

They are optional and for many years must remain so. It is only as the benefits arising from them come to be understood and the difficulties in the way of their introduction gradually removed, that we can hope for their general adoption. The main obstacles seem to be as follows:—

1. The necessarily expensive equipment.
2. The provision of suitable accommodation.
3. The scarcity of qualified teachers.

The cost of the equipment is being largely met by grants from the Department and in this connection it should be remembered that efficiency, stability and permanence are the only tests of cheapness. The best will always be found to be the cheapest and in many cases the saving of a few dollars in the initial cost of the equipment has been found to entail a much greater expense later on, in the way of repairs, adjustments and alterations.

Many schools anxious to take up the work have all their available accommodation taxed to the utmost capacity. Under these circumstances, in the anxiety to introduce Manual Training and Household Science, there arises a tendency to think that any room, too poorly lighted and too badly ventilated for ordinary class room purposes is "good enough." This tendency requires to be strenuously resisted and it should be taken as an axiom that Manual Training and Household Science require for their efficient practice, rooms just as well lighted and effectively ventilated as any other school subject. The best time for installing these subjects is when a new building or an addition to an old building is being contemplated. At this time proper, and effective provision can be economically made. I hope to see the time speedily arrive when no new building will be planned or erected without some provision being made for work of a practical character with tools and materials. The growing industrial importance of some of our smaller towns and cities renders this of great moment. More than 6,000 boys and 2,000 girls are receiving weekly instruction and where once introduced I know of not a single instance where these subjects have been discontinued. Over \$45,000 has been spent on equipment and about \$40,000 on special buildings and alterations to existing buildings, to adapt them for this purpose.

Probably the greatest obstacle of all is the fact that properly trained and efficiently qualified teachers are not to be obtained. One of the best equipped schools in the Province has remained closed since June last owing to this scarcity, and in two others, teachers with either no qualifications at all or very poor ones have been unsuccessfully attempting to do the work. I here wish to call your attention to regulations 140, 141 and 145, which read as follows:—

140. Subject to the conditions herein mentioned the Macdonald Institute, Guelph, shall be the only institution recognized by the Education Department for the training of teachers (for Manual Training.)
141. The Macdonald Institute shall provide to the satisfaction of the Education Department suitable courses of study as well as adequate equipment and instruction for students desiring to become teachers of Manual Training.
145. No grant shall be paid by the Government towards a Department of Manual Training unless the teacher who has charge of such Department is duly qualified as herein provided.

I have to report that the conditions imposed by Regulation 141 have not yet been carried out, but a metal work equipment is now being installed in temporary quarters and it is to be earnestly hoped that sufficient money will be appropriated to enable all the conditions and requirements to be speedily and satisfactorily met. While this Regulation remains unfulfilled it is difficult if not impossible for the Education Department to fully carry out Regulations 140 and 145.

There is still an impression abroad in some quarters that an expert mechanic is the best teacher for this work and one Board of Education has made a request to be allowed to employ such an one but it cannot be too strongly insisted upon that for any success in *educational* Manual Training the trained teacher must be engaged. He must be a teacher first and a teacher always. Of course, it is essential that he should possess a certain amount of mechanical skill—the more the better—but the success of a Manual Training Instructor does not depend upon the amount of mechanical skill he possesses but upon his teaching ability either natural or acquired. The trained teacher and the expert mechanic look at things from a different point of view and the difference between them is totally irreconcilable. The mechanic, by his training and his environment, is forced ever to have in mind the quantity of work turned out, and the quality need only be sufficiently good to sell. The exigencies of industrial life, and the keenness of competition have forced him to place the best work in sight, and to think less of the hidden parts. The true teacher will bestow equal care upon all parts of an object whether seen or unseen. "Putty," "glue and saw-dust" will have no place in his scheme of education. It is the producer and not the product that the teacher must consider, while in the workshop the product is of first importance and the producer comes second. A long and varied experience both at home and abroad has led me to the conclusion that the broader the culture, the greater the academic training, the greater is the success of a Manual Training instructor. In view of this it becomes a matter worthy of the gravest consideration whether something should not be done with reference to the training of teachers for this important work, in connection with one of the Universities, and a course established leading to a degree in Manual Training which should rank with the other degrees granted. This plan has been followed with much success in the United States. The Universities have here an opportunity of showing that they have some concern with primary and secondary education, and it is to be hoped that this will not be added to the list of "lost opportunities." Whether it be decided to train teachers for this work at the Macdonald Institute, the Normal College, or the Universities something should be done quickly as properly qualified teachers are required and cannot be obtained.

The new curriculum adopted last August marks a distinct advance particularly upon the lines of Art and Constructive work and follows very closely the plans now being followed in the best schools in England and the United States. Steps should at once be taken to put it into active operation so that it shall no longer remain what it is largely at present—a curriculum on paper only. These subjects are new to the teachers and their previous training has done little to fit them to give the necessary instruction. They require information respecting materials, methods, and plans, and measures should be taken either through Summer Schools, Teachers' Institutes, or the issue of bulletins by this Department to provide them with it and bring to their attention examples of good work already done, without which a number of them are entirely at sea. I have a list, partly prepared, giving in-

formation respecting the best books and examples for the use of teachers, which, when complete, I shall ask the Department to issue as a bulletin. While in England during the past summer I devoted considerable attention to this question of Art instruction in the Public Schools and collected many examples of the work done. These were picked at random and while they contain many excellent drawings, yet drawings showing only average ability are included among them. In some cases the work of a whole class was given to me and in one case I brought away the work of a whole school, done on the day I visited it. If a selection of these could be brought to the notice of the teachers assembled in their institutes they might do much to stimulate interest and show what can be done with brush, crayon and pencil. In many of the English towns the work is under the direction of the local School of Art. I visited six typical towns and a number of rural schools and of all the work I saw that in the town of Leicester which has a population of about 250,000 was by far superior to all others. The scheme adopted here is the result of a process of evolution which has been in progress during the past six years. It is marked by much artistic feeling as well as constructive practical utility. The educational authority of this town issues as a guide to its teachers thirteen sets of cards (one for each standard or book) containing in all many hundreds of examples of work in pencil, brush, crayon, chalk, etc., excellently re-produced on that shade of paper which best suits the particular example. The examples given are not intended in any case to be used as copies, and the syllabus derives its great value from the wealth of suggestion which it contains and the intelligent manner in which its suggestions are adopted or adapted by the teacher to suit particular needs and circumstances. The Board of Education, Whitehall, issues an illustrated syllabus to accompany their circular on primary drawing which is an excellent presentation of the various parts of the subject.

Several collections of twenty or thirty of the most useful books on these subjects should be formed and circulated amongst the teachers through their institutes, for they are anxious to secure the best assistance but owing to low salaries are unable to purchase the books for themselves. In many of the large English Council (Public) Schools a separate Art room is provided, and to this the various classes proceed for one, two, or more periods per week. This room is large, well lighted and decorated with the best examples obtainable so that the surroundings of the child continually exert a refined art influence, which to some extent is reflected in the work. The decoration of the school room itself receives much attention and the effect is in a number of cases most pleasing and beneficial. Considerable attention has been paid to this matter in the small rural school. Art and Constructive work always achieves the greatest success where it is co-related with the general work of the school, and is not regarded as a thing apart from the general school life. The majority of our class rooms excel in one particular, and that is in the provision of sufficient blackboard accommodation for pupils' practice. While it is neither possible nor desirable that every school should have a properly equipped Manual Training room, yet it is essential that some practical work should be done in every school. There is not a single school in the Province that could not make good use of one bench and a set of simple tools. This plan has been followed with success in Nova Scotia where no rural school is classed as of the highest grade, without it possesses and uses educationally one such bench. Material abounds in the neighborhood of every rural school, that can be effectively used for elementary Manual Training.

In accordance with recommendations made in my last report the Art examinations which had been continued on practically the same syllabus for twenty-five years, were abolished and one substituted for really qualifying Art Specialists which the previous series though professing to do had not done. For the first time the examination in blackboard drawing will consist of actual drawing on the board and the ability to do this, so necessary to every teacher, encouraged. The new syllabus has been received with marked approval by the most expert art and practical authorities in the Province, and it is now reasonably certain that every teacher capable of passing the new examination will be qualified to give efficient instruction in all branches of this subject.

During the year the Art Schools which had previously been under the jurisdiction of Dr. May were placed under my charge. Their condition requires serious attention. The number of such schools has dwindled to three and not one of them can be said to be in a satisfactory state. They are all engaged in a constant struggle to provide the necessary funds to carry on their work efficiently, and their efforts have not met with the success the importance of the subject demands. In connection with these schools there are one or two points to consider: (1) Are the requirements of the Province sufficiently great to need three Art Schools? (2) Would not the work be better done by having one centrally situated, properly equipped and efficiently staffed such school? (3) In any case has not the time come to place these schools in such a position that they will not have to depend for their existence on private effort and subscriptions, which only enable them to live from hand to mouth, and to place them under the regularly constituted educational authorities, putting them on a sound financial basis, generously contributed to by Departmental aid? (4) Should the work in any one town be duplicated as is the case in Toronto with one department of the Technical School and the Art School? These points I beg to present for your earnest consideration.

In previous reports I have pointed out the urgent necessity that exists for the establishing of a system of evening classes especially in the most populous centres of the Province. The old Mechanics' Institutes have entirely disappeared and nothing has been done to fill the place they occupied. According to your reports of 1902 and 1903 these classes have been steadily diminishing and now outside Toronto, Hamilton and Brantford evening classes are practically non-existent except perhaps some few that are carried on by private effort. The success of such classes under the Board of Education, Whitehall, City and Guilds Institute of London and in many places in the United States shows that they have passed the experimental stage and the benefit they are capable of exercising upon art and industry render their inauguration a matter of supreme importance in the development of the trade of this Province. While Agriculture is and probably always will be the staple industry yet the different mechanical trades in wood, metal and other materials are of great importance and education specially designed to assist their intelligent practice is required. Such subjects as Mechanical Drawing, (which is required in every trade) Machine Construction, Architectural Drawing, Mechanics, Chemistry, Electricity, Wood Turning and Metal Work afford channels in which effort might be well directed. The success of the American Correspondence Colleges, which claim a large number of students from Ontario, shows not only that the necessity for such schools exist but also that given the opportunity, it is eagerly made use of. In his report of 1900 Dr. Seath recommended "that a system of evening classes for artisans and others be organized and put in an effective condition. For the actual

mechanic this provision would always be an important one." So far nothing has been done to carry out this recommendation. The organization of such classes should present no insuperable difficulty as with few additions the present staff and equipment of many of the High Schools and Collegiate Institutes could be made effective for this work and the benefits its introduction would confer upon the artisans and mechanics of the Province can scarcely be overestimated.

The only new school opened during the year is one under the control of the Board of Education at Ingersoll. Here an admirable room has been rented, an excellent equipment procured, and the work commenced with much promise of success. A new department, that of "Science and Technology," has been added to the Hamilton School of Art. Manual Training classes aided by the Department are now in active operation as follows:—Dufferin School, Ryerson School, Givens Street School and Wellesley School, Toronto; George Street, Slater Street, Elgin Street, Bolton Street, First Avenue and Cambridge Street, Ottawa; Brockville, Kingston, Brantford, Stratford, London, Woodstock (temporarily closed an account of inability to secure a teacher), Renfrew, Cobourg, Essex, Hamilton, Ingersoll, Guelph, Berlin, Normal Schools, Toronto, London and Ottawa, and Hamilton Normal College. Household Science Classes are carried on in all the Normal Schools and the Normal College, Brantford, Stratford, London, Renfrew, Hamilton, Ingersoll, Guelph, Berlin and Toronto. In connection with these schools the duty has been assigned to me for the past two years of estimating the grant to which they were entitled. These instructions were carried out but I should like to point out that owing to the peculiar condition of affairs no reports on these schools are sent to the Department. In all the Manual Training Schools with one or two exceptions the work is progressing satisfactorily. One or two tendencies should be carefully guarded against.

1. The student should always be the first consideration, the producer and not the product, and while accuracy and finish should always be aimed at, no process should be allowed to be repeated until it becomes automatic, for directly that point is reached all educational value is lost.
2. Ornament should not be allowed to overshadow sound construction. Construction should come first and ornament second. It should not be the purpose to find a place for decoration but to decorate a place already existing or to us the words of Ruskin "It should not be the purpose to construct ornament but to ornament construction." The capacity to appreciate the beauty of unadorned simple construction is in great need of cultivation.
3. The individuality of both teacher and pupil should be allowed as much play as is consistent with correct methods and sound instruction. I have seen time after time in going through the Province exercises being performed, and models being constructed, which had no justification except the fact that the teacher in his own training had worked the same exercises and made the same models. In these cases neither the individuality of the teacher nor that of the scholar had been allowed to grow active. As far as possible the needs and desires of the pupil should be allowed to dictate the work he should do in the Manual Training room, guided always of course by the superior knowledge and greater skill of the teacher.

4. The woodwork or metal work should not be regarded as of greater importance than the "working drawing" but adequate attention should be paid to each. While the drawing generally proves less attractive than the actual construction its educational value is no less and its execution is necessary in order that the actual work of construction may be intelligently done. In place of the working drawing a free hand dimensioned sketch may occasionally be substituted. The practice of rapid free hand sketching is too much neglected and the boy who possesses the ability to rapidly transfer his ideas to paper always has clearer thoughts and is a more desirable workman than one who has not this power.
5. More attention should be paid to simple lettering as the drawings are considerably improved by its use, and in the industrial world lettering is always employed.
6. The decoration of the Manual Training room should also be attended to. There is no reason why this room should look like a barn and there is sufficient material connected with the work to make the room attractive and thus exercise a beneficial and educative influence upon the students.

Considerable progress has been made in the development of Manual Training from the more elementary woodwork to wood-turning and metal work. When every boy entering the Collegiate Institute has had two or three years' training in woodwork it is questionable whether any continuance of this branch offers any educational or utilitarian advantages for him, but the provision of wood-turning or metal work would prove of great benefit. Equipments for wood-turning or metal work and in some cases for both have been installed in Toronto, London, Hamilton, Brantford, Stratford, Kingston and Berlin. The best equipment and accommodation so far provided is that at the last place named where an addition, admirably suited for the purpose, has been made to the Collegiate Institute mainly to provide for these subjects. The work that is being done in the Province is attracting considerable attention and during the year I have received requests for information from England, Ireland, Scotland, United States, New Zealand, South Africa and Australia.

In the provision of purely technical education little has been done. The Agricultural College deals effectively with the needs of Agriculture. The School of Science and the School of Mines touch a class of students not actively engaged in industry and tend to train engineers, foremen, and captains of industry rather than workmen and artisans. The requirements of these latter need to be met by a school of somewhat lower grade. It is doubtful whether there is yet room for more than one good school of this class. The mistake of frittering away our energies on three or four insufficiently staffed and poorly equipped schools ought not to be repeated in schools of this kind as has been done in the case of the Art schools already referred to. In 1900 Dr. Seath wrote "A separate Technical School I do not believe feasible at present in any other place than Toronto. In its Technical School * * we have the potentiality of a first rate institution. With a wing added for more teaching class rooms, 'shops' and an assembly hall, a completed equipment and efficient staff and one or two additions to the courses we should have at a cost easily within the capacity of the municipality a technical

school inferior to few in the United States." These words still adequately describe the situation and notwithstanding the re-organization of the Toronto school system little has been done to carry out the recommendations there made. The provision of "shops" and a "completed equipment" seem as far off to-day as when the report was made. When we see what has been and is being done in England, and the United States, and in less wealthy countries on the continent of Europe such as Switzerland, still the wonder grows that a Province as wealthy and progressive as Ontario lags far behind in this provision. There is a tendency to spend more than is necessary on elaborate buildings and equipments beyond what is actually required. This tendency is most marked in some of the institutions in the United States but is a fault with which our severest critics cannot reproach us. The Central Higher Grade School, Leeds (England), and the Central Manual Training School, Philadelphia, are two schools which are generally free from this criticism. All needful equipment is provided but everything is for use and nothing that does not serve a definite purpose in the everyday life of the school is admitted. These two schools afford good examples of the kind we need. In the Central Higher Grade School accommodation was originally provided for about 2,639 scholars but the provision of various laboratories and lecture theatres has considerably reduced the number of school places. At the end of the last school year—the twelfth in the history of the new building—the number of pupils on the roll was 1,749. The late Lord Playfair described it as "the finest and best-equipped school in this or in any country." The gymnasium has been fitted with a great variety of apparatus affording every gradation of exercise for students of both sexes and the greatest care is taken to prevent overstrain or accident, all the exercises being conducted under the personal supervision of a thoroughly qualified instructor and in the presence and with the assistance of the class teacher. Commodious workshops have been erected and equipments both for wood and metal working provided so that boys intending to become engineers, electricians, general metal or wood workers may receive an elementary training having some connection with their future occupation. There are six teachers engaged solely in this division of the school. Large laboratories for elementary and advanced work in physics, chemistry, cookery, needlework and dressmaking also form part of the school's equipment. The organization of every part seems almost perfect. On the occasion of my visit twenty-four boys were at work in the metal work room. They were divided as follows: eight forging, eight bench work, four turning and four brazing and soldering. In this way a small equipment was made to serve very effectively a large number of pupils. The excellent equipment the school possesses is also made use of for an effective scheme of evening classes. The school is arranged in two divisions (1) Preparatory or Elementary Section. (2) Secondary Section. In the Senior division of the elementary section the subjects are Scripture, English, Writing, Dictation, Arithmetic, Grammar, Composition, Geography, History, Elementary Mathematics, Elementary Latin, French, Drawing, Gymnastics, Manual Instruction, Music, Science, Needlework, Cookery, and Domestic Science for girls. The second year's work of the elementary course is as follows:—

English.—A period of English history; a period of English literature; study of an English classic.

Latin.—Latin grammar and composition; First reader; Gradatim.

Mathematics.—Algebra; Euclid; Plane Trigonometry.

French. Grammar; Repetition of easy poems; Jules Vrene; Le tour du monde en 80 jours; Labiche et Martin, La Poudre aux yeux.

German.—Grammar, easy translation.

Science.—Practical Plane and Solid Geometry; Inorganic Chemistry (Theoretical and Practical); Physics (Theoretical and Practical).

Drawing.—Freehand; Linear Perspective; Model; Elementary Shading.

Commerical.—Business Methods; Shorthand; Geography (Europe and India).

Manual Instruction.—Woodwork and Metal work.

Gymnastics.

The secondary section is intended to occupy four years and is divided into Elementary and Advanced, each taking two years. The fourth year of the Advanced Course is as follows:—

English.—History of the English Language; Modern Literature and History.

Latin.—Latin Grammar and Composition; Virgil, *Æneid*, Bk. 1; Cæsar, *De Bello Gallico*, Bk. V.; Extracts from Ovid and Livy.

French.—Grammar and Composition; Conversation; Alfred de Musset, *On ne saurait penser à tout*; Michelet, *Récit d'histoire de France*; Lazare, *Half hours with modern French Authors*; Kron's *French Daily Life*.

Mathematics.—Algebra, Euclid, Trigonometry; Co-ordinate Geometry.

German.—Grammar; Conversation; Ferdinand Goebel, *Rübezahl*.

Science.—Practical Plane and Solid Geometry; Heat (Theoretical and Experimental); General Physics; Organic and Inorganic Chemistry (Theoretical and Practical).

Commercial and General Geography.

Art.—Mechanical Drawing; Drawing and shading from objects and casts.

Manual Instruction.—Woodwork and Metal Work.

Gymnastics.

The Central Manual Training School, Philadelphia, is of much the same character. Manual Training as given in many of the schools in the United States goes beyond what is understood elsewhere as Manual Training, and becomes very largely technical. The purpose of this school is stated to be "to bring thought and labour together to make the thinker a worker and the worker a thinker," and judging from what I saw and the eighteen years' work of the school this purpose seems to have been carried out. Besides the Principal, the staff of the school consists of 26 teachers. It is divided into five departments: literature, mathematics, science, drawing and

manual training and equal attention is given to both the academic and practical sides. The equipment of the Manual Training Departments is as follows:—

WOOD WORK (*First Year*).

Fifty cabinet maker's benches with sets of tools for each bench; two grindstones; two glue pots.

WOOD WORK (*Second Year*).

Twenty-four cabinet maker's benches, each with its full set of tools; twenty-four wood lathes; one grindstone, one glue pot.

METAL WORK (*First Year*).

Twenty-five vises with set of tools for each vise; one grindstone; one surface plate; six troughs for moulding; furnaces, trowels, sieves, flasks, etc., for foundry work, soldering irons, heaters, stakes, etc., for tinsmithing.

METAL WORK (*Second Year*).

Twenty-four forges, twenty-four anvils, each supplied with a set of tools; two light drill presses; one grindstone.

MECHANICAL CONSTRUCTION (*Third Year*).

Eight engine lathes; two hand lathes; one planer; one shaper; one drill press; six vises; one brazing apparatus; one emery grinding machine; three large surface plates; one screw press (the last three made by the students). Power is furnished by a sixty horse-power Corliss engine, with a seventy horse-power boiler; one Thompson-Houston dynamo thirteen kilowatts, and one multipolar dynamo, seventeen kilowatts. The examination for admission to this school is open to pupils who have gone through all the grades of the Public Schools.

A very gratifying feature of the year's work has been the development of the Manual Arts in the various Normal Schools and the Normal College. The equipment is, generally speaking, adequate though one or two additions might well be made. The courses include wood work, paper and cardboard work, basketry, metal work, modelling and glass work and at the end of the year's training each student may reasonably be expected to have such a practical knowledge of various materials and their general application to educational purposes, as will materially add to his or her efficiency as a teacher. The limited time during which the students attend the model school prevents, at present, the inclusion of training in the manual arts. When this instruction is given here all our institutions having to do with the training of teachers will be taking part in this work.

Steps were taken at the last meeting of the Ontario Educational Association to form a section to be devoted to these subjects, and the programme organized for the next conference promises to be a very interesting one.

Previous to the issue in August last of the revised regulations, grants were not paid on equipments which had been presented to the various School Boards. This restriction has now been removed and in future grants will be paid on thirteen such equipments.

The attention of Educational authorities requires to be drawn to Regulation 150 particularly sections 5 and 6.

I have the honour to be,

Your obedient servant,

ALBERT H. LEAKE.

TORONTO, 8th February, 1905.

APPENDIX L.—Statistics of

Name of Model School.	Name of Principal.	Certificate of Principal.	Salary of Principal.	Year of appointment.	Time Principal devotes to Model School work daily during the term.	No. of Assistants with 1st class certificates.	No. with 2nd class.
1 Athens	C. R. MacIntosh	I	\$ 800	1901	All day		4
2 Barrie	W. J. Hallet	I	900	1893	"	1	7
3 Beamsville	W. M. Mitchell	I	600	1903	"		4
4 Berlin	J. Suddaby	I	1,150	1877	"	1	2
5 Bracebridge	Wm. Kannie	I	6280	1902	"	1	6
6 Bradford	A. N. Searrow	I	750	1902	"		3
7 Brampton	Jas. A. Underhill	I	850	1903	"		9
8 Caledonia	John B. Widdis	I	675	1902	"		3
9 Chatham	J. W. Plewes	I	1,200	1900	"		17
10 Clinton	W. R. Lough	I	900	1884	"		5
11 Cornwall	S. J. Keys, B.A.	I	1,000	1902	"		12
12 Durham	Thos. Allan	I	750	1888	"	2 B.A.'s	5
13 Elora	David T. Wright	I	700	1903	"	1	4
14 Forest	James Campbell	I	800	1894	"		5
15 Gananoque	J. C. Linklater	I	1,000	1888	"	1	7
16 Goderich	Jas. H. Tigert	I	800	1902	"	3	7
17 Hamilton	John B. Robinson, B.A.	I	1,025	1902	"	5	3
18 Ingersoll	H. F. McDiarmid	I	1,000	1885	"	2	19
19 Kincardine	W. B. Beer	I	800	1903	"		7
20 Kingston	R. F. Greenlees	I	800	1902	"	4	46
21 Lindsay	G. E. Broderick	I	1,200	1888	"	2	18
22 London	Geo. B. Kirk	I	1,200	1900	"	1	9
23 Madoc	T. C. Tice	I	850	1897	"		6
24 Meaford	M. N. Clark, B.A.	I	850	1899	"		5
25 Milton	W. F. Inman	I	780	1893	"	1	4
26 Minden	Wm. Thos. Arthurs	II	500	1904	"		2
27 Mitchell	J. H. W. McRoberts	I	800	1899	"	2	5
28 Morrisburg	Clarence D. Bonck	I	600	1904	"	1	4
29 Mount Forest	G. R. Theobald	I	900	1900	5 hours		8
30 Napanee	C. H. Edwards, B.A.	I	1,000	1899	All day	1 (B.A.)	6
31 Newmarket	J. F. Harvey, B.A.	I	750	1903	"	2	4
32 Norwood	R. H. Leighton	I	600	1902	"		4
33 Orangeville	M. N. Armstrong	I	800	1885	"		9
34 Owen Sound	T. A. Reid	I	1,100	1894	"		9
35 Parry Sound	A. M. Currie	I	900	1896	"	2	4
36 Perth	M. M. Jacques	I	1,000	1884	"		8
37 Picton	S. C. Woodworth	I	800	1901	"	1	5
38 Port Arthur	W. A. Stickley	I	1,050	1903	"	1	10
39 Port Hope	A. A. Jordan	I	1,100	1903	"		14
40 Port Perry	R. F. Downey	I	800	1902	All except ½ hour	1	4
41 Prescott	H. W. Kerfoot, B.A.	I	950	1903	All day		7
42 Rat Portage	J. W. Forhan	I	1,000	1903	"	2	8
43 Renfrew	John Flower	I	700	1904	"		9
44 St. Thomas	b/s. Silcox, B.A., D. Paed.	I	1,200	1899	"		11
45 Sault Ste. Marie	John M. Kaine	I	1,000	1904	"		10
46 Sarnia	A. Wark	I	1,000	1877	"		8
47 Simcoe	I. S. Rowat	I	800	1889	"	2	5
48 Stratford	b/s. Russell Stuart	I	1,200	1887	"	2	23
49 Strathroy	Thos. Dunsmore	I	850	1882	"		8
50 Toronto	W. E. Groves	I	1,550	1895	"	1	9
51 Toronto Junction	Wm. Wilson	I	1,100	1889	"	1	10
52 Vankleekhill	Samuel A. Hitsman	I	700	1904	"	1	3
53 Walkerton	W. R. Manning	I	850	1902	"	2	7
54 Welland	David Hicks, B.A.	I	600	1903	"	1	3
55 Whitby	J. A. Brown	I	950	1877	"	1	3
56 Windsor	David M. Eagle	I	1,100	1901	"	1	12
57 Woodstock	S. Nethercott	I	1,000	1893	"		25
Totals	8 University graduates	56 I 1 II	\$904			50	469

a For the term.

b Inspector of Public Schools.

c Average annual salary.

County Model Schools, 1904.

No. with 3rd class.	No. with other class.	Time assistant relieved Principal from Public School work daily.	Is separate room provided ?	No. of volumes in professional library.	Government grant.	Municipal grant.	Fees.	No. of divisions in school or schools.	No. of divisions used for Model School purposes.	No. of students sent at one time to observe.	No. of students sent at one time to teach.	Length of time students are trained before being sent to the divisions to observe.	Length of time students are trained before being sent to the divisions to teach.
1		All day.....	Yes	140	150	150	155	4	4	7 or 8	7 or 8	4 weeks	6 weeks
2				146	150	150	215	8	8	5 or 6	5 or 6	6 "	6 "
3		All day.....	"	164	150	150	80	4	4	5 or 6	5 or 6	6 "	6 "
4			"	150	300	300	110	9	9	7 or 8	7 or 8	6 "	6 "
5	2		"	150	300		70	12	8	2	2	6 "	7 "
6	1	All day.....	"	181	150	150	160	4	4	4	4	6 "	7 "
7			"	138	150	250	65	4	4	3 or 4	3 or 4	6 "	7 "
8			"	140	150	150	85	4	4	4 or 5	4 or 5	4 "	6 "
9			"	403	150	150	160	18	18	3 or 4	3 or 4	5 "	6 "
10	1		"	146	150	150	175	7	7	5	5	6 "	6 "
11			"	250	150	150	175	12	12	3	3	4 "	8 "
12	1		"	110	150	150	150	5	5	4 or 5	4 or 5	6 "	6 "
13			"	147	150	150	110	5	5	3	3	6 "	6 "
14			"	120	150	150	80	6	6	2	2	6 "	7 "
15	3		"	135	150	150	20	12	6	4	4	5 1/2	5 1/2
16	1		"	138	150	150	145	11	10	1 or 2	1 or 2	7 "	7 "
17	1	1	"	264	150	150	115	10	9	3	3	5 "	6 "
18			"	146	150	200	45	13	10	3	3	6 "	6 "
19			"	144	150	150	105	7	7	3	3	6 "	6 "
20			"	202	150	150	80	50	45	2 or 3	2 or 3	6 "	6 "
21			"	250	150	150	75	20	14	1	1	5 "	7 "
22		All day.....	"	116	150	69	140	10	10	3	3	4 "	6 "
23			"	250	150	250	115	6	6	3 or 4	3 or 4	5 "	5 "
24	2	1	"	139	150	150	70	9	7	4	4	6 "	6 "
25	2		"	139	150	200	65	7	5	3 or 4	3 or 4	6 "	6 "
26			"	205	150	150	42	2	2	4	4	8 "	9 "
27		All day.....	"	146	150	150	45	7	7	2 or 3	2 or 3	6 "	6 "
28	1		"	144	150	150	115	7	7	4	4	5 "	5 "
29		5 hours	"	150	150	150	95	8	8	2 or 3	2 or 3	5 "	5 "
30	1	2	"	200	150	150	140	10	9	3 or 4	3 or 4	5 "	5 "
31		All day.....	"	161	150	175	105	7	7	3	3	7 "	8 "
32			"	125	150	150	100	5	5	4	4	5 "	7 "
33	1		"	144	150	150	45	10	7	3	3	7 "	7 "
34	2		"	289	150	150	115	12	11	3	3	6 "	8 "
35	5	All day.....	"	143	300		75	13	5	3	3	6 "	6 "
36	2		"	160	150	150	25	10	10	4	4	7 "	7 "
37	2		"	200	150	150	60	10	8	2	2	6 "	7 "
38			"					12	12	1	1	5 "	6 "
39	1		"	175	150	300	145	15	13	2 or 3	2 or 3	6 "	6 "
40	1		"	148	150	150	120	6	6	4	4	6 "	6 "
41			"	181	150	150	95	7	7	2 or 3	2 or 3	6 "	6 "
42	1		"	60	300			12	10	3	3	6 "	6 "
43			"	137	150	150	140	8	8	3 or 4	3 or 4	5 "	6 "
44			"	161	150	150	195	11	11	5	5	6 "	6 "
45		All day.....	"	60	300		50	10	10	2	2	6 "	6 "
46			"	141	150	150	110	9	8	3	3	6 "	7 "
47		All day.....	"	193	150	150	75	7	7	2 or 3	2 or 3	6 "	6 "
48	1		"	400	150	150	120	26	21	3	3	6 "	6 "
49		All day.....	"	152	150	150	65	9	9	1 or 2	1 or 2	6 "	6 "
50			"	261	150	150	105	12	11	21	21	6 "	6 "
51			"	125	150	150	60	11	11	3	3	6 "	6 "
52			"	186	150	150	125	4	4	6 or 7	6 or 7	7 "	7 "
53			"	147	150	150	120	9	9	3	3	4 "	4 "
54	1		"	75	150	150	65	5	5	3	3	6 "	7 "
55	3		"	174	150	150	50	7	7	4	4	6 "	6 "
56			"	143	150	150	140	14	14	2 or 3	2 or 3	5 "	6 "
57	2	1	"	274	150	150	100	30	20	2	2	6 "	8 "
34	9			9,542	9,150	8,344	5,607						

APPENDIX L.—Statistics of County

Name of Model School.	Number of weeks students teach in the divisions.	Number of hours per day.	Number of classes in the divisions used for Model School purposes.	Average number of lessons taught by each student during the term.	Average number of lessons each class will be taught by all the students during the term.	Average length of such lessons.	Time students remain in a division before passing to another.
1 Athens	7	1 to $1\frac{1}{2}$	11	20	56	20 min.	1 week.
2 Barrie	7	$\frac{1}{2}$ to $1\frac{1}{4}$	20	15	32	15 "	1 "
3 Beamsville	7	1 to $1\frac{1}{4}$	11	16	23	20 "	1 "
4 Berlin	6	$1\frac{1}{4}$	14	15	23	20 "	1 "
5 Bracebridge	5	1	8	20	35	20 "	1 "
6 Bradford	6	$1\frac{1}{2}$	10	16	51	20 "	4 days.
7 Brampton	6	1 to $1\frac{3}{4}$	15	20	20	20 "	4 "
8 Caledonia	6	$1\frac{1}{2}$ to 2	7	21	51	25 "	1 week.
9 Chatham	6	$1\frac{1}{2}$	24	22	30	20 "	1 "
10 Clinton	5	$1\frac{1}{2}$	16	20	22	18 "	3 to 4 days
11 Cornwall	5	$1\frac{1}{2}$	24	21	30	15 "	2 days.
12 Durham	4	1	12	20	15	20 "	2 "
13 Elora	7	1 to $1\frac{1}{2}$	12	20	37	20 "	3 "
14 Forest	6	$1\frac{1}{2}$	16	18	18	20 "	1 week.
15 Gananoque	3 days in each of 6	$\frac{2}{3}$	14	24	7	20 "	1 "
16 Goderich	5	$1\frac{1}{2}$	25	21	24	20 "	4 days.
17 Hamilton	7	1	140	21	3	25 "	1 week.
18 Ingersoll	5	$1\frac{1}{4}$	14	16	10	22 "	1 "
19 Kincardine	6	$1\frac{1}{2}$	23	22	20	20 "	1 "
20 Kingston	7	1	45	23	8	20 "	4 days.
21 Lindsay	5	$1\frac{1}{4}$	36	20	8	22 $\frac{1}{2}$	2 "
22 London	6	1	10	20	56	20 "	2 "
23 Madoc	7	$1\frac{1}{4}$	15	20	30	15 "	1 week.
24 Meaford	6	$1\frac{1}{2}$	11	18	23	20 "	2 days.
25 Milton	6	1	18	20	14	20 "	1 week.
26 Minden	4	1	10	17	12	20 "	1 "
27 Mitchell	7	$1\frac{1}{4}$	10	24	22	20 "	4 days.
28 Morrisburg	6	$1\frac{1}{4}$	18	20	31	25 "	1 week.
29 Mount Forest	6	$1\frac{1}{4}$	17	22	26	20 "	2 or 3 days
30 Napanee	6	$1\frac{1}{2}$	14	25	59	25 "	1 week.
31 Newmarket	5	$1\frac{1}{2}$	19	24	26	25 "	1 "
32 Norwood	3	1	11	14	25	20 "	2 days.
33 Orangeville	7	1	14	21	13	20 "	1 week.
34 Owen Sound	4	$1\frac{1}{2}$	14	20	33	20 "	2 days.
35 Parry Sound	6	1 except Monday	8	23	43	20 "	1 week.
36 Perth	7	$1\frac{1}{2}$	20	21	32	20 "	1 "
37 Picton	3	$1\frac{1}{2}$	11	20	22	20 "	3 days.
38 Port Arthur	6	$1\frac{1}{2}$	22	30	7	20 "	1 week.
39 Port Hope	6	$1\frac{1}{2}$ to $2\frac{1}{2}$	20	18	26	20 "	1 "
40 Port Perry	6	$1\frac{1}{2}$	12	24	48	25 "	1 "
41 Prescott	7	$1\frac{1}{2}$ (3 days per week)	14	20	27	20 "	1 "
42 Rat Portage	6	$1\frac{1}{4}$	20	29	6	20 "	1 "
43 Renfrew	8	$1\frac{1}{4}$	17	16	26	20 "	2 days.
44 St. Thomas	6	$1\frac{1}{2}$	12	20	65	20 "	4 "
45 Sault Ste. Marie	6	$1\frac{1}{2}$	8	19	24	20 "	4 "
46 Sarnia	8	$1\frac{1}{2}$	24	24	22	17 "	4 "
47 Simcoe	4	$1\frac{1}{4}$	12	20	25	20 "	4 "
48 Stratford	6	$1\frac{1}{2}$	58	25	10	20 "	1 week.
49 Strathroy	6	$1\frac{1}{4}$	27	27	12	20 "	3 to 4 days
50 Toronto	5	$\frac{3}{4}$ to 1	13	20	32	25 "	1 day.
51 Toronto Junction	6	1	14	18	15	20 "	3 days.
52 Vankleeckhill	5	$2\frac{1}{2}$ (4 days per week)	11	20	45	15 "	1 week.
53 Walkerton	7	$2\frac{1}{2}$	15	16	26	20 "	3 days.
54 Welland	8	$1\frac{1}{2}$	5	17	44	30 "	4 days.
55 Whitby	6	$1\frac{1}{2}$	17	29	17	20 "	1 week.
56 Windsor	7	1	19	20	29	20 "	1 week.
57 Woodstock	5	1 to $1\frac{1}{2}$	20	20	20	40 "	4 days.
Totals							

Model Schools, 1904.—*Concluded.*

Number of students on roll.		Male.	Female.	Number who passed the final examination.			Number with Senior Leaving standing.	Number with Junior Leaving standing.	Number with District Certificate standing.	Allowance made by trustees to Principal's Assistant.	Number of renewals granted by the Board.	Average age of students.
				Male.	Female.	Total.						
1	31	7	24	7	24	31	2	25	4	135	7	18.22 years.
2	26	8	18	7	18	25	4	18	4	150	1	19.5 "
3	16	1	15	1	15	16		12	4	280	7	19.4 "
4	22	8	14	8	14	22		16	6	135	5	19 "
5	14		14		13	13		1	13	125	16	18.66 "
6	32	6	26	6	26	32	1	20	11	200	1	18.75 "
7	15	6	9	6	9	15	2	8	5	125	19	19 "
8	17	4	13	4	13	17		17		125	3	18.66 "
9	32	15	17	15	17	32	3	26	3	120	20	19 "
10	35	10	25	10	25	35	5	29	1	150	2	18.9 "
11	9	1	8	1	8	9	1	7	1	175	13	19 "
12	22	3	19	3	19	22		16	3	140	6	18.5 "
13	16	7	9	7	9	16		16		175	1	18 "
14	4	1	3	1	3	4		4		175	1	18.5 "
15												18 "
16	29	11	18	11	18	29	1	27	1	150	10	18.5 "
17	23	5	18	5	18	23	1	19	3	125	5	18.7 "
18	9	3	6	3	6	9	4	5	5	150	2	19 "
19	21	4	17	4	17	21	2	19		150	9	19 "
20	16	3	13	3	13	16	1	15		150	14	19.6 "
21	15	6	9	5	9	14		15		150	6	19.4 "
22	28	4	24	3	23	26	1	27		250	1	19 "
23	23	7	16	7	16	23	2	10	11	150	17	18.5 "
24	14	6	8	6	8	14	1	9	3	175	1	18.4 "
25	13	3	10	3	10	13			3	150	10	19 "
26	7	2	5	2	5	7			7	150	4	18 "
27	9	2	7	2	7	9	1	8	5	150	19.25	18 "
28	28	13	15	13	14	27	1	22		150	20	19 "
29	20	7	13	7	13	20	5	14	1	125	5	19 "
30	28	8	20	8	19	27	4	21	3	150	16	19.5 "
31	21	6	15	6	14	20	1	18	2	130	7	18.5 "
32	20	7	13	6	13	19	1	9	12	125	19	19 "
33	9	3	6	3	6	9				125	15	19 "
34	23	7	16	7	16	23	3	15	5	200	10	18.75 "
35	15		15		14	14		1	14	150	18	19 "
36	31	9	22	9	21	30		30	1	160	18	19 "
37	12	3	9	3	9	12	1	7	4	140	7	18.5 "
38	5	1	4	1	4	5			5	220	1	18 "
39	29	11	18	11	18	29	4	25		180	2	18 "
40	24	5	19	4	19	23	1	16	7	200	13	19.8 "
41	19	8	11	6	11	17	1	14	4		12	19 "
42	4		4		4	4	1	1	2	125	22	18.5 "
43	28	2	26	2	26	28	1	10	17	160	14	18.3 "
44	39	7	32	7	32	39	7	31	1	160	2	19 "
45	10		10		9	9		1	9	160	1	19 "
46	22	4	18	4	17	21	3	15	4	160	9	19 "
47	15	7	8	7	6	13	2	13		175	5	18.5 "
48	22	3	19	3	19	22	2	20		175	1	18.5 "
49	12	5	7	5	7	12	1	11	1	175	1	18.76 "
50	21	1	20	1	20	21	2	18		175	8	19 "
51	12	3	9	3	9	12	2	10	7		8	19 "
52	25	11	14	11	14	25		18				
53	24	16	8	16	8	24	1	22	1	150	10	18.46 "
54	13	1	12	1	9	10	2	9	2	150	1	19 "
55	10	2	8	2	8	10	5	4	1	130	1	19 "
56	28	2	26	2	25	27	4	19	5	180	9	18.92 "
57	20	2	18	2	17	19	1	19			8	18.9 "
1,122	195	827	287	810	1,097	91	827	204	374	18.77 years.		

APPENDIX M.—PROVINCIAL NORMAL AND MODEL SCHOOLS, ONTARIO NORMAL COLLEGE.

I. PROVINCIAL NORMAL AND MODEL SCHOOLS, TORONTO.

1. Staff of Toronto Normal School.

Wm. Scott, B.A.	Principal.
W. H. Elliott, B.A.	Vice-Principal.
A. C. Casselman	Drawing Master.
A. T. Cringan	Music Master.
Jas. H. Wilkinson.	Instructor in Manual Training.
Miss Nina A. Ewing	Instructor in Household Economics.
Miss Mary E. Macintyre	Instructor in Kindergarten Principles.
Wm. Oldright, M.D.	Instructor in Hygiene.
Mrs. Jean Somers	Instructor in Calisthenics.
Mrs. Emma Macbeth	Instructor in Needle Work.
Sergeant-Major D. Borland	Instructor in Drill.

Students Admitted, Session 1904-5.

Male	3
Female	139
Total	142

2. Staff of the Provincial Model School, Toronto.

Angus McIntosh	Head Master.
Miss M. Meehan	First Female Assistant.
R. W. Murray	First Male Assistant.
K. Caulfeild	Assistant.
Miss A. F. Laven	Assistant.
Thomas M. Porter	Assistant.
Milton A. Sorsoleil	Assistant.
Miss F. M. Taylor	Assistant.
Miss A. E. G. Wilson	Assistant.
Miss Hope Merritt	Assistant.
A. C. Casselman	Drawing Master.
A. T. Cringan	Music Master.
Miss Mary E. Macintyre	Kindergarten Directress.
Miss Ellen Cody	Kindergarten Assistant.
Mrs. Jean Somers	Instructor in Calisthenics.
Mrs. Emma Macbeth	Instructor in Needle Work.
Sergeant-Major D. Borland	Drill Master.
Eugene Masson	French Master.
Jas. H. Wilkinson	Instructor in Manual Training.
Miss Nina A. Ewing	Instructor in Household Economics.

Number of pupils in 1904	525
Number of Kindergarten pupils in 1904	61

II. PROVINCIAL NORMAL AND MODEL SCHOOLS, OTTAWA

1. Staff of Ottawa Normal School.

James F. White	Principal.
S. B. Sinclair, M.A., Ph. D.	Vice Principal.
J. A. Dobbie	Drawing and Writing Master.
T. A. Brown	Music Master.
Miss E. H. Keyes, B.E.	Instructor in Elocution and Physical Culture.
Miss Eliza Bolton	Lecturer on Kindergarten Principles.
Miss B. Livingstone.	Lecturer on Domestic Science.
J. S. Harterre	Instructor in Manual Training.

Students Admitted, Session 1904-5.

Male	9
Female	66
Total	75

2. Staff of Provincial Model School, Ottawa.

J. H. Putman, B.A.	Head Master.
J. F. Sullivan	First Assistant.
F. A. Jones	Second Assistant.
Miss Jennie Hilliard	Third Assistant.
Miss M. E. Butterworth	First Female Assistant.
Miss Evelyn Weir	Second Female Assistant.
Miss A. G. Hanahoe	Third Female Assistant.
Miss J. Foster	Fourth Female Assistant.
Miss Eliza Bolton	Kindergarten Directress.
Miss A. Baker	Kindergarten Assistant.
J. A. Dobbie	Drawing and Writing Master.
T. A. Brown	Music Master.
Miss E. H. Keyes B.E.	Teacher of Physical Culture.
Miss B. Livingstone	Teacher of Domestic Science.
J. Fleury	French Teacher.
J. S. Harterre	Manual Training Instructor.
Number of pupils, 1904	334
Number of Kindergarten pupils, 1904	62

III. PROVINCIAL NORMAL SCHOOL, LONDON.

Staff of London Normal School.

F. W. Merchant, M.A., D.Pæd.	Principal.
John Dearness, M.A.	Vice-Principal.
S. K. Davidson	Drawing Master.
Fred. L. Evans	Music Master.
Miss Agnes Mackenzie	Teacher of Kindergarten Principles.
Sugden Pickles	Manual Training Instructor.

Students Admitted, Session 1904-5.

Male	10
Female	77
Total	87

IV. ONTARIO NORMAL COLLEGE.

Officers:

J. A. McLellan, M.A., LL.D., Principal.
R. A. Thompson, B.A., Vice-Principal.

Faculty:

J. A. McLellan, M.A., LL.D.	Professor of Education.
R. A. Thompson, B.A.	Lecturer on School Management.
J. B. Turner, B.A.	Lecturer on Methods in Chemistry, Botany and Zoology.
J. T. Crawford, B.A.	Lecturer on Methods in Mathematics.
W. M. Logan, M.A.	Lecturer on Methods in Classics.
E. S. Hogarth, B.A.	Lecturer on Methods in Modern Languages.
F. F. Macpherson, B.A.	Lecturer on Methods in Literature and Composition.
S. A. Morgan, B.A., D.Pæd.	Lecturer on Methods in English Grammar and Rhetoric.
A. Patterson, M.A.	Lecturer on Methods in History and Geography.
J. Gill, B.A., B.Pæd.	Lecturer on Methods in Physics.
Agnes Knox-Black	Lecturer on Reading and Elocution.
J. C. McCabe, M.D.	Lecturer on School Hygiene and Sanitation.
G. L. Johnston, B.A.	Lecturer on Writing and Drawing.
M. C. Macpherson, B.A.	Domestic Science Instructor.
W. Bailey	Manual Training Instructor.
J. Johnson	Music.
T. E. Parkhill, Sergt.	Drill, Gymnastics and Calisthenics.

Students Admitted, Session 1904-5.

Male	45
Female	121
Total	166

APPENDIX N.—HIGH SCHOOL CADET CORPS, 1904.

Name of School.	Number of Officers, N. C. Officers and boys in the Corps.	Drill.	Remarks of Militia Officers on the efficiency of the corps.
Arthur	48	Fair	Satisfactory.
Barrie	63	Good	Satisfactory.
Brantford	33	Very good ...	Satisfactory.
Chatham	43	Very good ...	Satisfactory.
Cobourg	41	Very good ...	Satisfactory.
Collingwood ..	41	Fair	Satisfactory.
Dundas	28	Fair	Satisfactory.
Dunnville	23	Good	Satisfactory.
Galt	35	Very good ...	Satisfactory.
Guelph	57	Excellent ...	Very satisfactory.
Hamilton	37	Very good ...	Satisfactory.
Lindsay	42	Good	Satisfactory.
Markham	39	Good	Satisfactory.
Morrisburg	42	Good	Found this company superior to expectations, and strongly recommend that every encouragement possible be given them.
Mount Forest..	40	Very good ...	Satisfactory.
Napanee	42	Very good ...	Satisfactory.
Newmarket	26	Fair	Fair only.
Niagara Falls ..	24	Fair	Satisfactory.
Norwood	27	Good	Satisfactory.
Orillia	42	Fair	Satisfactory.
Ottawa	38	Very good ...	This is an excellent company, clothed in khaki uniform. They are very smart and well drilled and their instructor, Lieut. B. S. Simpson, has taken great pains with their training and deserves much credit for their present creditable condition.
Owen Sound...	45	Very good ...	Very satisfactory.
Peterborough ..	38	Excellent	Very satisfactory.
Port Perry	31	Good	Satisfactory.
St. Catharines..	43	Very good ...	Very satisfactory.
St. Thomas	55	Excellent	The corps is undoubtedly the best drilled and disciplined in the District, and reflects great credit on the instructor and the boys themselves.
Sarnia	50	Good	This corps...made an excellent showing. By next year I am quite sure it will be one of the best in the District. Their shooting for the "Beck Shield" compared most favorably.
Seaforth	34	Good	Satisfactory.
Strathroy	40	Very good ...	Not satisfactory owing to the absence of officers.
Toronto—			
Harbord	39	Very good ...	Very satisfactory.
Jameson	28	Very good ...	Very satisfactory.
Jarvis	49	Very good ...	Very satisfactory.
Uxbridge	31	Good	Satisfactory.
Vankleekhill ..	39	Good	Satisfactory.
Woodstock	59	Very good ...	Very satisfactory.
Total	1,392		
	35 corps.		

APPENDIX O.—*SUPERANNUATED TEACHERS.*

(Continued from Report of 1903.)

*1. ALLOWANCES GRANTED DURING 1904.

Register number.	Name.	Age.	Post Office.	Years of service.	Allow- ance.
					\$ c.
1123	Moore, Thomas T.....	64	Acton	41½	284 00
1124	Davis, James Alfred	60	Mount Albion	24	166 00
1125	Bell, Wm.....	61	Ailsa Craig	36½	255 50
1126	Latter, Joseph	56	Doncaster	34	238 00
1127	Hanson, Mary E. F.....	53	London	33	231 00
1128	Connor, James Wm.....	61	Berlin	40	280 00
1129	Bell, David	53	Rockton	18	126 00
1130	Rabb, John	53	Lombardy	31½	109 75
1131	Wilkins, Miss Eliz. A.....	60	St. Catharines	40½	243 00
1132	Dafoe, John W.....	67	Belleville	41	281 00
1133	Morgan, James W.....	52	Port Arthur	34	238 00
1134	Weatherston, Miss Mary....	57	Toronto	23	161 00
1135	Goodbody, Wm.....	65	Gananoque	31	186 00
1136	†Wadsworth, James J.....	63	Simcoe	40½	233 50
1137	†Mackenzie, Wm. F.....	60	Marden	41	280 00

2. SUMMARY FOR YEARS 1882-1904.

Year.	Number of teachers on list.	Expenditure for the year.	Gross contributions to the fund.	Amount refunded to teachers.
		\$ c.	\$ c.	\$ c.
1882.....	422	51,000 00	13,501 08	3,660 10
1887.....	454	58,295 33	1,489 00	3,815 80
1892.....	456	63,750 00	1,313 50	786 86
1897.....	424	62,800 33	847 00	620 27
1902.....	407	64,244 92	1,073 50	722 78
1903.....	398	63,267 43	996 00	470 25
1904.....	392	64,259 75	934 75	987 48

†Ten teachers' subscriptions were withdrawn from the fund during 1904.

*As the sum of \$4 is deducted from each Superannuated Teacher's allowance, as subscription to the fund, the payments were \$4 less in each case than given in this list.

†Allowance commences with 1905.

APPENDIX P.—ANNUAL REPORT OF SCHOOL OF PRACTICAL SCIENCE.

To the HON. R. A. PYNE, M.D., M.P.P.,
Minister of Education.

SIR,—I have the honour to submit the annual report of the School of Practical Science for the year 1904.

The calendar year not being conterminous with the academic year, this report will cover the second term of the academic year, 1903-04, and the first term of the academic year, 1904-05, except when otherwise stated.

The number of students in attendance was as follows:

In the Regular Departments.	2nd Term. Session 1903-04.	1st Term. Session 1904-05.
I. year.....	179	208
II. year.....	102	144
III. year.....	84	76
IV. year.....	20	47
Occasional.....	4	5
	389	480

The fees for the academic year 1903-04 were \$28,522.

Of the above amount, \$2,053 were paid to the Bursar of the University of Toronto for instruction in Mathematics and Biology, under the authority of an Order-in-Council, dated February 3rd, 1904; \$1,431.40 to the Examiners of the School for the Session 1903-04, under the authority of an Order-in-Council, dated February 3rd, 1899, and the remainder, \$25,037.60, to the Honourable the Provincial Treasurer.

The number of regular students who presented themselves for examination at the annual examinations of the academic year 1903-04 was three hundred and fifty-five. Of these two hundred and sixty-four passed.

The number of candidates who graduated was seventy. The total number of graduates to date is four hundred and seventy.

The following statement shows the geographical distribution of the graduates now living:

	Number.	Percentage.
Canada.....	339	75
United States.....	105	23
Other Countries.....	11	2
	455	100

The number of graduates who proceeded to the degree of B. A. Sc. at the University examinations of 1904, was twenty. The total number of graduates who have received the degree of B. A. Sc. is one hundred and forty-seven.

Eighteen graduates have received the degree of C. E., two the degree of M. E. (Mining Engineer), three the degree of M. E. (Mechanical Engineer), and two the degree of E. E. in the University of Toronto.

The regular departments of instruction are:

1. Civil Engineering.
2. Mining Engineering.
3. Mechanical and Electrical Engineering.
4. Architecture.
5. Analytical and Applied Chemistry.
6. Chemical Engineering.

The following statement shows the courses of lectures and practical instruction, the instructors, and the number of students taking the various courses:

SUBJECTS TAUGHT BY THE FACULTY OF THE SCHOOL OF SCIENCE.

Subjects.	Instructors.	Number of Students.	
		2nd Term, Session 1903-04.	1st Term, Session 1904-05.
Organic and inorganic chemistry	W. H. Ellis, M.A., M.B., Professor J. W. Bain, B.A. Sc., Lecturer E. G. R. Ardagh, B.A. Sc., Demonstr'r S. Dushman, B.A., Fellow	373	480
Applied chemistry			
Electro chemistry			
Geology	A. P. Coleman, M.A., Ph.D., Professor	152	193
Assaying			
Metallurgy			
Mining and ore dressing ...			
German	J. G. McMillan, B.A. Sc., Fellow ..		
Dynamics	J. Galbraith, M.A., Professor	389	480
Strength of materials			
Theory of construction			
Machine design			
Mechanics of machinery ...			
Compound stress			
Hydraulics			
Mortars and cements			
Thermodynamics and theory of the steam engine..	P. Gillespie, B.A. Sc., Demonstrator		
French			
Statics	C. H. C. Wright, B.A. Sc., Professor	377	447
Drawing			
Descriptive geometry			
Architecture			
Plumbing, heating and ventilation			
Brick and stone masonry...	M. R. Riddell, Grad. S. P. S., Fellow ..		
Surveying	L. B. Stewart, D. T. S., Professor ...	373	342
Geodesy and astronomy			
Spherical trigonometry			
Least squares			
Electricity	T. R. Rosebrugh, M.A., Professor ..	155	221
Magnetism			
Dynamo-electrical machinery			
Physics	G. R. Anderson, M.A., Lecturer		393

SUBJECTS TAUGHT BY THE FACULTY OF ARTS.

Subjects.	Instructors.	Number of Students.	
		2nd Term, Session 1903-04.	1st Term, Session 1904-05.
Algebra	Alfred Baker, M.A., Professor..... A. T. DeLury, B.A., Associate Professor..... M. A. McKenzie, M.A., Associate Professor..... J. C. Fields, B.A., Ph.D., Associate Professor..... J. G. Parker, B.A., Fellow.....	288	356
Euclid			
Plane trigonometry			
Analytical geometry			
Calculus			
Astronomy	James Loudon, M.A., Professor.... W. J. Loudon, B.A., Associate Professor..... J. C. McLennan, B.A., Ph.D., Associate Professor.....	276	
Physics			
Biology	R. Ramsey Wright, M.A., Professor T. L. Walker, M.A., Ph.D., Professor A. W. Parks, B.A., Ph.D., Lecturer W. L. Miller, M.A., Ph.D., Associate Professor..... W. H. Collins, B.A., Class Assistant H. L. Kerr, B.A., Class Assistant...	147	235
Mineralogy			
Petrography			
Electro chemistry.....			

GENERAL.

STATISTICS OF COST AND ATTENDANCE, ETC.

Item.	Average from 1890-91 to 1899-1900 inclusive.	1900-01.	1901-02.	1902-03.	1903-04.
Annual Expenditure on maintenance	\$23,235 92	\$32,792 98	\$34,910 73	\$39,793 77	\$44,619 29
Annual fees paid into Provincial Treasury	5,021 40	12,356 50	17,430 35	21,071 80	25,037 60
Annual net cost.....	18,214 52	20,436 48	17,480 38	18,721 97	19,581 69
Teachers' Salaries.....	14,698 00	20,600 00	22,325 00	24,425 00	27,452 00
Students in attendance.....	138	231	290	341	402
Annual cost per student.....	\$132 00	\$88 00	\$60 00	\$55 00	\$49 00
Teachers' Salaries per student.....	107 00	89 00	77 00	72 00	68 00

From the above table it will be seen that the annual cost of the School to the Province for the last fourteen years has been nearly stationary. The average annual cost for this period is \$18,454.69.

The annual cost per student in attendance in 1903-04 was \$49.00.

The expenditure on teachers' salaries per student in attendance was \$68.00.

These amounts are less even than the extraordinarily low figures for last year. They indicate the crowded state of the School and the insufficiency of the present staff for the work. It will be necessary to make additions both to the numbers and to the salaries of the teaching staff if the reputation of the School is to be maintained. Of the 27 members of the teaching staff, there are 16 whose salaries average less than \$600.00. The average salary of the whole teaching staff is about \$1,000.00.

In the above statements of the annual cost the interest on capital expenditure, depreciation and insurance are not included.

The total expenditure on capital account (buildings and equipment) from 1877 to the session 1899-1900, inclusive, was \$225,545.34. The annual expenditures since that time have been as follows: 1900-1901, \$4,257.60; 1901-1902, \$3,4927.13; 1902-1903, \$118,880.68; 1903-1904, \$144,041.42, making the total expenditure on capital account to the end of 1904, \$527,652.17. The great increases in the last three years are due to the new Chemistry and Mining Building.

The annual expenditure on insurance began in 1895, at which time it was \$490. At present it is \$872.

CHEMISTRY AND MINING BUILDING.

This building will give much needed relief in the subjects of Applied Chemistry, Electro chemistry, Mineralogy, Geology, Mining and Metallurgy.

It has been found necessary to place the geological and mineralogical collections in rooms required for other purposes pending the construction of the Museum wing which should be proceeded with immediately.

ENGINEERING BUILDING.

The subjects which remain in the old or "Engineering Building" are Strength and Elasticity of Materials, Statics, Dynamics, Theory of Construction, Machine Design, Mechanism, Hydrostatics, Hydraulics, Thermodynamics and Theory of Heat Engines, Optics, Acoustics, Surveying, Geodesy and Astronomy, Descriptive Geometry, Drawing, Electricity, Electrical Machinery, Architecture, Plumbing, Heating and Ventilation, Mortars and Cements, Masonry, etc. The space vacated by the removal of Chemistry, Mining, etc., to the new building is not at all suited for the necessary expansion in the above subjects.

The arrangement of the various laboratories in this building, which were designed sixteen years ago, is now in many respects unsuited to the present conditions. The new equipment which has been added from time to time is installed wherever room can be found for it. The result is inconvenience and difficulty in the use of the apparatus and a lack of system in the arrangement which must tend to produce an unfavorable impression in the mind of the visitor. The cause of the trouble is the rapid growth and increasing popularity of the School. These laboratories were designed for a total student population of 150; whereas the number at present in attendance is 484.

NEW ENGINEERING BUILDING.

The only remedy is the construction of a new Engineering building with as little delay as possible. This building must be near the Chemistry and Mining building, and yet not encroach upon the space occupied by the present engineering building as the work of instruction must be continued in the latter until the new one is completed.

In the meantime the space vacated in the present Engineering building will be utilized as follows in providing for next year's work. The space in the basement will be fitted up with electrical apparatus and machinery; that on the ground floor will be devoted to Optics and Hydrostatics and

that on the two upper floors to Architecture and Drawing. None of the space vacated can be used for expansion in Hydraulics, Thermodynamics or Mechanical tests of Materials on account of the great weight of the necessary machines and the amount of floor space required. A second experimental boiler is urgently required, but could not be installed to advantage in the present building. The additional equipment for next year's work must, in the meantime, be crowded into the space at present devoted to the above purposes. The accommodation for practical work in Astronomy is entirely inadequate and should be enlarged before the beginning of the next session.

The recommendations made in submitting the Estimates will cover the additions to staff and equipment necessary for the year 1905.

J. GALBRAITH,
Principal.

APPENDIX Q—ANNUAL REPORT OF THE PRESIDENT OF THE UNIVERSITY OF TORONTO.

To His Honor the Hon. WILLIAM MORTIMER CLARK,
Lieutenant-Governor of Ontario:

MAY IT PLEASE YOUR HONOR:

I have the honor to submit the following report for the year ended June 30th, 1904:

THE TEACHING STAFFS.

The following is a tabular statement of the numbers engaged in teaching during the year in the faculties named. These numbers include the Arts staffs of University College and Victoria College:

	Arts.	Medicine.	Applied Science.
Professors and Associate Professors.....	42	44	6
Lecturers and Demonstrators.....	18	12	6
Instructors and other Assistants.....	29	34	9
	89	90	21

CHANGES IN THE STAFFS.

The following paragraphs contain notes of the more important appointments and promotions in the various Faculties:

In the Department of Greek, Mr. A. Carruthers has been promoted to the rank of Associate Professor.

In the Faculty of Medicine the following appointments have been made consequent on the amalgamation with the Medical Faculty of Trinity University:

Dr. H. B. Anderson to be Professor of Clinical Pathology and Associate Professor of Clinical Medicine.

Dr. A. M. Baines to be Associate Professor of Clinical Medicine and Pediatrics.

Dr. G. A. Bingham to be Associate Professor of Clinical Surgery and Clinical Anatomy.

Dr. J. L. Davison to be Professor of Clinical Medicine.

Dr. J. T. Fotheringham to be Associate Professor of Medicine and Clinical Medicine.

Dr. F. LeM. Grasett to be Professor of Surgery and Clinical Surgery.

Dr. J. C. Mitchell to be Extra-Mural Professor of Mental Diseases.

Dr. N. A. Powell to be Professor of Medical Jurisprudence and Associate Professor of Clinical Surgery.

Dr. G. S. Ryerson to be Professor of Ophthalmology and Otology.

Dr. C. Sheard to be Professor of Preventive Medicine.

Dr. W. T. Stuart to be Associate Professor of Medical Chemistry.

Dr. J. Algernon Temple to be Professor of Operative Obstetrics and Gynaecology.

Dr. L. Tesky to be Professor of Surgery and Clinical Surgery.

Dr. D. J. Gibb Wishart to be Associate Professor in Laryngology and Rhinology.

Dr. G. H. Burnham, Associate Professor, to be Professor of Ophthalmology and Otology.
Dr. R. J. Dwyer, Lecturer in Medicine and Clinical Medicine, to be Associate Professor of Clinical Medicine.
Dr. A. R. Gordon, Lecturer, to be Associate Professor of Clinical Medicine.
Dr. G. A. Peters, Associate Professor, to be Professor of Surgery and Clinical Surgery.
Dr. R. D. Rudolf, Lecturer, to be Associate Professor of Medicine.

STUDENTS IN ARTS, MEDICINE AND APPLIED SCIENCE.

ARTS.

(1) B. A. Course:	
Regular	777
Occasional	182
Graduate	35
(2) Ph. D. course	18
	<hr/> 1,012

MEDICINE.

Regular.....	631
Occasional	90
	<hr/> 721

APPLIED SCIENCE.

Regular	398
Occasional	4
	<hr/> 402
	<hr/> 2,135

STUDENTS IN AFFILIATED COLLEGES.

Ontario Agricultural College:	
Regular students	595
Royal College of Dental Surgeons	190
Ontario College of Pharmacy.....	140
Toronto College of Music (proceeding to the degree of Mus. Bac.)	1
Toronto Conservatory of Music (proceeding to the degree of Mus. Bac.)	
	<hr/> 926
Total	<hr/> 3,061

CANDIDATES EXAMINED.

Arts ..	1,039
Ph. D.	1
Medicine	593
Law	27
Applied Science and Engineering	375
Pedagogy	2
Agriculture	22
Dentistry	164
Pharmacy	71
Music	367
Physical Training	1
Household Science	9
	<hr/>
Total	<hr/> 2,671

DEGREES CONFERRED.

LL. D. (Hon.)	14
Ph. D.	1

DEGREES CONFERRED.—*Con.*

M. A.	30
B. A.	141
M. D.	5
M. B.	108
LL. B.	12
D. D. S....	56
B. A. Sc.	19
B. S. A.	21
D. Pæd.....	1
B. Pæd.....	1
Phm. B.	53
	<hr/> 462

DIPLOMAS AND CERTIFICATES.

Engineering	70
Local Examinations in Music	282
Licentiate in Music	2
Physical Culture	1
	<hr/>
Total	355

PROGRESS OF THE UNIVERSITY.

With a view of indicating the expansion and progress of the University in recent years I propose to submit, in the following paragraphs, some of the main facts regarding the increase in staff and students, in the various faculties, including some observations of a general nature upon the teaching.

ARTS FACULTY.

The following comparative table shows the increase in the staff and students in Arts for the last twelve years, inclusive of University and Victoria Colleges:

	1891-2.	1903-4.
Professors and Associate Professors	24	42
Lecturers	9	17
Assistants	11	28
	<hr/> 44	<hr/> 87
	1891-2.	1903-4.
Students in B. A. course	545	777
Occasional students	134	182
Graduate students		35
Candidates for Ph. D.		18
	<hr/> 679	<hr/> 1,012

Not only have the numbers of the staff been increased considerably during this period, but also the scope of the teaching has been widened and its character improved in important respects. The increased scope of the teaching may be judged to some extent by a comparison of the present curriculum with that of 1892. The honour departments have increased in number from nine to seventeen, indicating greater differentiation and more minute and concentrated treatment of the various branches of study. The methods of teaching have, in many cases, been greatly improved and in some cases almost completely revolutionized. Notwithstanding the numerical additions to the staff it is worthy of note that at no time in the history of the University has the work of teaching on the whole been performed with as great energy and activity.

Under ordinary circumstances the attendance on classes is one of the most significant general indications of the efficiency of the work done by the staff in the class-room, and this is particularly so in the University of Toronto, where attendance is not wholly compulsory. There has been, I think, a distinct improvement in this respect, and there is no department or subject in which the attendance is found to be unsatisfactory.

A fairly accurate index of efficiency may also be found in the demand which exists for our students to fill positions of various kinds, upon graduation, particularly those of an academic nature, in which our standard as compared with other universities may be more readily judged.

As a further indication of academic activity and energy on the part of the staff, I may mention the marked progress which has been made in the production of papers and other works involving original research. In the period mentioned our series of University Studies was established, and has proved most successful. In addition to this I might refer also to the lists of publications by members of the staff contained in the appendix to my annual reports of 1903 and 1904.

MEDICAL FACULTY.

The following table exhibits similar comparative statistics as regards the staff and students in the Faculty of Medicine:

	1891-2.	1903-4.
*Professors and Associate Professors	16	38
*Demonstrators and Assistants	13	31
	<u>29</u>	<u>69</u>
	1891-2.	1903-4.
Regular students	286	631
Occasional students .....	.....	90
	<u>286</u>	<u>721</u>

During this period the primary courses, which constitute the first two years of the Medical Curriculum, have been gradually improved, the scope of the work having been extended and the teaching rendered more thorough and practical. Special mention should perhaps be made of the departments of Materia Medica and Therapeutics which have been re-organized on a more scientific basis.

Another notable improvement has been made in the organization of a combined six years' course in Arts and Medicine, which enables students to obtain the Arts degree as well as the professional degree in the period mentioned. This has proved very attractive and is calculated to secure a higher type of medical practitioner.

Owing to the increased numbers of the staff as a result of the recent federation, it has been possible to make better arrangements for Clinical instruction than was formerly possible. An important addition to the facilities for Clinical instruction has been made through the appointment of tutors in the department of Medicine.

The establishment of post-graduate courses in various departments marks a distinct step in advance.

I might say in conclusion that our medical graduates continue to be sought after, as in the past, to fill teaching positions in many of the best

*These numbers are exclusive of those who are members of both the Arts and Medical Faculties.

schools of medicine in America and elsewhere. While the loss of such men to Canada is to be regretted, the fact of their success in academic work must be regarded as signal testimony to the excellent character of the training given in this University.

FACULTY OF APPLIED SCIENCE.

The statistics relating to the staff and students in Applied Science are shown in the following table:

	1891-2.	1903-4.
Professors	3	6
Lecturers	4	6
Assistants	2	9
	<hr/> 9	<hr/> 21
	1891-2.	1903-4.
Regular students.....	118	398
Special students	8	4
	<hr/> 126	<hr/> 402

RESEARCH WORK.

In my previous reports, I have upon several occasions emphasized the importance of research as regards the future development of the University and the promotion of higher ideals in University work. I am gratified to report that, during the course of the year, the department of Mathematics has been added to the list of those offering graduate courses for research, leading to the degree of Ph.D. I consider it more than ever desirable that the scheme should be extended so as to include the remaining Arts Departments, viz.: Classics, Modern Languages, and History.

A list of publications by members of the various faculties or by advanced students will be found in the Appendix. Attention is directed to the fact that only a small number of these have appeared in the periodical issued under the name of "University Studies". Considering the importance of the object aimed at in this periodical, viz.: The publication of original papers by members of the University, it would be desirable to increase the very limited appropriation which has heretofore been placed at the disposal of the committee in charge. For report of the general Editor of the "University of Toronto Studies", see Addendum J.

SPECIAL UNIVERSITY LECTURES.

The usual course of Saturday popular lectures was delivered in January and February by Professor R. G. Moulton, Hon. George E. Foster, Professor J. C. McLennan, Mr. W. B. Yeats, Professor Ramsay Wright and Professor A. P. Coleman.

In addition to the above the following special lectures were delivered during the session 1903-1904:

Dr. W. H. Gaskell, F.R.S., Cambridge, Eng., on the "Origin of the Vertebrates".

Professor W. D. Halliburton, F.R.S., Professor of Physiology, King's College, London, on the "Degeneration and Regeneration of Nerves".

Professor C. S. Sherrington, F.R.S., Holt Professor of Physiology in the University of Liverpool, the inaugural lecture on the occasion of the

formal opening of the new Medical Buildings on October 1st, the subject being, "The Progress of Medicine in connection with the advances made in the Cognate Sciences".

THE LIBRARY.

From the report of the Librarian, which is appended, it will be seen that the total accumulation of books in the Library since the destruction of the former Library by fire in 1890, now amounts to 77,558 and upwards of 20,000 pamphlets. The number of volumes added during the year was 2,717, of which 483 were presented to the Library. In my last report I referred to the necessity for increasing the annual appropriation for the purchase of books, and I am gratified to be able to state that since that time a step has been taken in the desired direction. In my last report I referred to the necessity for increased accommodation in the Library Building. Owing to the crowded condition of the stack-room, the administrative offices and the reading-rooms, it will become imperatively necessary to make provision for extension of the building within two or three years.

NEW BUILDINGS.

The building for Applied Chemistry, Mineralogy, Geology and Mining, the erection of which was begun in 1902, is at present about completed, and is in part available for the purposes of instruction.

During the year it was decided to make a beginning in the direction of a residence for the women students of University College. For this purpose a house situated upon University lands in Queen's Park was purchased by the Trustees, and has since been fitted up and occupied as a residence. The building is known as Queen's Hall, and affords accommodation for about twenty students.

Owing to the increased importance of Household Science, and its recognition as a graduating department in the University, the necessity for a special building for the purposes of the department has been apparent for some time. I am gratified to report that in view of this necessity Mrs. Massey-Treble has generously offered to contribute the cost of erection of a suitable building, the site for which has been already chosen and the plans prepared.

BUILDING REQUIREMENTS.

In previous reports I have referred to the erection of a new building for the Department of Physics as the most urgent necessity of the University. The urgency of this claim has been recognized and the Trustees have been informed that provision has been made for its erection from the proceeds of the sale of the old Parliament Buildings block.

As stated in my last report a sum of upwards of \$51,000 has been subscribed by Alumni and friends of the University for the erection of a Convocation Hall. This sum has been supplemented by a grant of \$50,000 by vote of the Legislature. Unfortunately, owing to the increased cost of building, the total sum available is still insufficient, and an additional sum of \$50,000 will be required to meet the total estimated expenditure. In view of the importance of the project itself, and in view of the generosity of the Alumni and friends, it is to be hoped that means will be devised to procure the amount necessary for its realization in the near future.

In view of the desirability of affording residential accommodation to women students in attendance at the University from various parts of the Province, and in view of the increased demand for such accommodation, I would recommend that the present limited facilities in this respect be increased as soon as feasible.

In my last report I referred to the insufficient accommodation provided in the new Science Building for a Mineralogical and Geological Museum. The space of 4,000 sq. ft. temporarily allotted to this purpose is so entirely inadequate that immediate steps should be taken towards the erection of the museum wing of the Science Building as contemplated in the original plans.

In my report of last year, the better equipment of the department of Botany was urged, and it was shown at the same time that the subject had not as yet received in the University the attention and encouragement which its importance demands. In this direction hardly a beginning has been made. A full equipment in the way of buildings would consist of a Botanical Laboratory (including museum) with plant houses attached. I strongly recommend, as a partial provision for the desired facilities, the erection at a very early date of the Plant Houses above referred to.

Besides the more pressing building necessities referred to above, mention should also be made of the following additions which will be required for the full and symmetrical development of the University in the near future: (1) A residence for men; (2) an administration building; (3) a central plant for the economical supply of heat, light and power to the whole group of University buildings; (4) the further extension of the present Biological building.

NEW TEACHING DEPARTMENTS.

In view of the present importance of the subject of Botany, whether regarded from the scientific or the economic standpoint, it is highly desirable that there should be established in the University as soon as possible a lectureship in Vegetable Physiology, in which both the chemical and the physical aspects of the physiology of plant life would be adequately treated. This addition is necessary to supplement the work already being done in Botany on its morphological side.

In the University Act the subject of Education is specifically mentioned as one of those to be taught in the University. No provision, however, has hitherto been made in this direction. That it is the duty of a University to afford teaching in this subject has come to be generally recognized by educationists, and a department of Education indeed is provided for in the leading Universities of this continent. Such a department would be of the greatest possible benefit to those intending to enter the teaching profession, who form a considerable portion of the student body. In this connection it is worthy of consideration whether it would not be to the best interests of the professional training of teachers to transfer the work of the Normal College to the Provincial University. The advantages which would by this step accrue to the teachers in training through access to the facilities of the University in all departments would, in my opinion, prove of incalculable value.

In my last report I directed attention to the importance of providing systematic training in at least the fundamental principles of public speaking. During the present session an experiment has been made in this direction on a small scale, but with such gratifying results that I feel justi-

fied in recommending that permanent provision be made for establishing an instructorship in the subject.

OTHER REQUIREMENTS.

In view of recent enactments of the senate to provide facilities for students who find it impossible to attend full courses at the University, and especially as making provision for teachers who require additional instruction in the subject of nature study, I consider it desirable that steps should be taken as soon as possible towards the establishment of a summer session in connection with the University.

FINANCES.

The following figures exhibit the total revenues and expenditures for the three Faculties of Arts (University and University College), Medicine, and Applied Science and Engineering.

	Revenue.	Expenditure.
Arts	\$162,887 05	\$193,094 59
Medicine	64,296 97	64,296 97
Applied Science and Engineering	48,103 69	48,103 69

Details of these figures will be found in the Addendum. The deficit in Arts was met by a Legislative grant.

The figures relating to Applied Science and Engineering are extracted mainly from the public accounts of the Province, the financial administration of the School of Practical Science being directly under Government control. The net cost of the School to the Province would appear to be \$19,581.69.

I have the honor to be, Sir,

Your obedient servant,

J. LOUDON,

President.

Toronto, April 10th, 1905.

ADDENDUM A.—REPORT OF THE DEAN OF THE FACULTY OF ARTS.

UNIVERSITY OF TORONTO.

JAMES LOUDON, ESQ., LL.D.,

March 22nd, 1905.

President of the University of Toronto.

SIR: I beg to submit herewith a detailed list, for the academic year 1903-04, of the personnel of the teaching staff of the Faculty of Arts of the University of Toronto, and also statistics as to the attendance of students in the various subjects taught by the members of the staff. As will be seen, certain classes are taken advantage of by students of the Faculties of Medicine and Applied Science.

FACULTY OF ARTS.

Physics:

Professor, James Loudon, M.A., LL.D.

Associate-Professor, W. J. Loudon, B.A.

Associate-Professor, J. C. McLennan, B.A., Ph.D.
 Lecturer, C. A. Chant, M.A., Ph.D.
 Assistant Demonstrator, E. F. Burton, B.A.
 Lecture Assistant, W. P. Near, B.A.
 Class-Assistant, A. Thomson, B.A.
 Class-Assistant, A. G. McPhedran, B.A.
 Class-Assistant, M. E. Gowland, B.A.

Mathematics :

Professor, Alfred Baker, M.A.
 Associate-Professor, A. T. DeLury, M. A.
 Lecturer, J. C. Fields, B.A., Ph. D.
 Assistant, L. K. File, B.A.

Chemistry :

Professor, W. R. Lang, D.Sc., F.C.S., F.I.C.
 Associate-Professor of Physical Chemistry, W. L. Miller, B.A., Ph.D.
 Lecturer, F. B. Allan, M.A., Ph. D.
 Lecturer, F. B. Kendrick, M. A., Ph. D.
 Assistant, C. M. Carson, B.A.
 Fellow, R. E. DeLury, B.A.
 Junior-Assistant, E. Forster, B.A.
 Junior-Assistant, E. H. Jolliffe, B.A.

Biology :

Professor, R. Ramsay Wright, M.A., LL. D.
 Lecturer in Zoology, B. A. Bensley, B.A., Ph. D.
 Lecturer in Elementary Biology and Histology, W. H. Piersol, B.A., M.B.
 Lecturer in Botany, J. H. Faull, B.A.
 Instructor in Botany, R. B. Thomson, B.A.
 Lecture and Laboratory Assistant in Biology, M.D. McKichan, B.A.,
 Class-Assistants, E. A. McCulloch, B.A.; M. H. Embree, B.A., A. H. Adams, B.A.; A. C. Hendrick, M.A., M.B.; W. J. O. Malloch, B.A., M.B.; A. J. McKenzie, B.A., LL.B., M.B.; A. Henderson, B.A.; J. D. Loudon, B.A.; F. J. Munn, B.A.; H. M. McNeil, B.A.

Physiology :

Professor, A. B. Macallum, M.A., M.B., Ph.D.
 Demonstrator, F. H. Scott, B.A., Ph.D.
 Class-Assistants, W. J. O. Malloch, B.A., M.B.; A. C. Hendrick, M.A., M.B.; S. H. Westman, M.B.; D. McGillivray, M.B.

Geology and Palaeontology :

Professor, A. P. Coleman, M.A., Ph.D.
 Lecturer, W. A. Parks, B.A., Ph. D.

Mineralogy and Petrography :

Professor, T. L. Walker, M.A., Ph.D.
 Lecturer, W. A. Parks, B.A., Ph. D.
 Class-Assistants, H. L. Kerr, B.A.; M. T. Culbert, B.A. Sc.

Comparative Philology :

Professor, Maurice Hutton, M.A., LL.D.

Modern History:

Professor, G. M. Wrong, M.A.

Political Economy:

Professor, James Mavor.

Lecturer, S. M. Wickett, B.A., Ph. D.

Philosophy:

Professor of History of Philosophy, J. G. Hume, M.A., Ph. D.

Professor of Philosophy and Director of the Psychological

Laboratory, A. Kirschmann, M.A., Ph. D.

Lecturer, F. Tracy, B.A., Ph.D.

Lecturer and Assistant in Psychological Laboratory, A.H. Abbott, B.A.,

Ph. D.

Assistant in Psychological Laboratory, T. R. Robinson, B.A.

Italian and Spanish:

Professor, W. H. Fraser, M.A.

Lecturer, F. J. A. Davidson, M.A., Ph.D.

Instructor in Italian, E. J. Sacco.

Roman Law, Jurisprudence, and History of English Law:

Professor, A. H. F. Lefroy, M.A.

Constitutional and International Law and Constitutional History:

Professor, J. M. Young, M.A.

The following tables exhibit the numbers attending lectures in University subjects, together with the numbers of those taking the practical work in the laboratories:

MATHEMATICS.

	Pass.	Pass and Honors.	Honors.
Arts—First Year.....	140		33
Second Year.....			43
Third Year.....			13
Fourth Year.....	28		9
Applied Science—First Year.....		182	
Second Year.....			101
Totals	168	182	199

PHYSICS.

	Pass.	Pass and Honors.	Honors.	Laboratory
Arts—First Year	27	60		27
Second Year	8		35	35
Third Year	2		13	13
Fourth Year			9	9
Ph. D. Students.....			136	
Medicine—First Year.....			158	158
Applied Science—First Year.....			104	104
Second Year.....				73
Third Year.....				
Totals	37	60	455	419

BIOLOGY.

	Pass.	Pass and Honors.	Honors.	Lab.
Arts—First Year.....	103	45	2	47
Second Year.....			28	28
Third Year.....			16	16
Fourth Year.....			10	10
Medicine—First Year.....		147		147
Second Year.....		130		130
Totals.....	103	322	56	378

PHYSIOLOGY.

	Pass.	Pass and Honors.	Honors.	Lab.
Arts—Second Year.....			28	28
Fourth Year.....			10	10
Medicine—First Year.....		147		
Second Year.....		130		130
Totals.....		277	38	168

CHEMISTRY.

	Pass.	Pass and Honors.	Honors.	Lab.
Arts—First Year.....			78	78
Second Year.....	4		55	55
Third Year.....			25	25
Fourth Year.....			13	13
Graduate Students.....				2
Medicine—First Year.....		147		147
Second Year.....		130		130
Applied Science—Third Year.....			2	
Totals.....	4	277	173	450

GEOLOGY.

	Pass.	Pass and Honors.	Honors.	Lab.
Arts—First Year.....			49	
Second Year.....	90		7	
Third Year.....			16	
Fourth Year.....			1	
Ph. D. Students.....		87		
Applied Science—Second Year.....		39		
Third Year.....			6	
Fourth Year.....				
Totals.....	90	126	79	

MINERALOGY.

	Pass.	Pass and Honors.	Honors.	Lab.
Arts—Second Year.....			20	20
Third Year.....			8	8
Fourth Year.....			5	5
Applied Science—First Year.....			88	88
Second Year.....			60	60
Third Year.....				13
Fourth Year.....				4
Totals.....			181	198

PHILOSOPHY.

	Logic.		Psychology.		History of Philosophy	Philosophy
	Pass.	Honors.	Pass.	Laboratory	Honors.	Honors.
Second Year.....	119	35	137	35		35
Third Year.....				21	24	
Fourth Year.....			20	25		
Graduate Students.....						
Ph. D. Students.....						
Totals.....	119	35	157	81	24	35

POLITICAL SCIENCE AND HISTORY.

	Economics.		History.		Constitutional History.		Law.
	Pass.	Honors.	Pass.	Honors.	Pass.	Honors.	Honors.
Second Year.....		25	61	45		35	
Third Year.....	10	45	41	54	30	22	27
Fourth Year.....	14	20	40	28	34	26	28
Commercial Course.....	3						
Graduate Students.....	5						
Totals.....	27	95	142	127	64	83	55

ITALIAN, SPANISH AND PHONETICS.

	Italian.	Spanish.		Phonetics.
	Honors.	Pass.	Honors.	Honors.
First Year.....	47	25		67
Second Year.....	25	2	11	
Third Year.....	8		3	
Fourth Year.....	10		3	
Totals.....	90	27	17	67

I also subjoin statistics as to the courses selected by regular students proceeding to a degree in Arts in the University. The following table indicates whether the students in question are enrolled in University College or Victoria College :

	First Year.		Second Year.		Third Year.		Fourth Year.	
	U. C.	V. C.	U. C.	V. C.	U. C.	V. C.	U. C.	V. C.
Classics	15	3	9	4	8	5	10	2
English and History	17	3	10	3	9	2	2	1
Modern Languages	39	16	22	7	21	9	18	4
Oriental Languages			3	3	1		2	2
History					3			
Political Science			22	4	21	2	20	3
Philosophy			20	13	12	6	19	10
Mathematics and Physics	16	8	10	5	13	1	12	5
Physics and Chemistry			7	3	1		2	
Chemistry and Mineralogy			9	3	4	3	4	
Natural Science I					7	1	6	
Natural Science II			8		1			
Biological and Physical Sciences			14	3	5	2	1	3
Household Science	2	5		2				
Science	34	6						
Commercial	2							
General Course	58	32	18	10	15	12	17	17

I am, Sir, Yours faithfully,
(Sgd.) R. RAMSAY WRIGHT,
Dean of the Faculty of Arts.

ADDENDUM B.—REPORT OF UNIVERSITY COLLEGE.

PRINCIPAL, MAURICE HUTTON, M.A., LL.D.

Greek :

Professor, Maurice Hutton, M.A., LL.D.
Associate-Professor, Adam Carruthers, M.A.

Latin :

Professor, John Fletcher, M.A., LL.D.
Associate-Professor of Ancient History, W. S. Milner, M.A.
Lecturer, G. W. Johnston, B.A., Ph.D.

English :

Professor, W. J. Alexander, B.A., Ph. D.
Associate-Professor of Anglo-Saxon, D. R. Keys, M.A.

German :

Professor, W. H. Vander Smitten, M.A.
Lecturer, G. H. Needler, B.A., Ph. D.
Instructor, P. Toews, M.A., Ph. D.

French :

Professor, John Squair, B.A.
Associate-Professor, John Home Cameron, M.A.
Instructor, St. Elme de Champ, B es L.

Oriental Literature :

Professor, J. F. McCurdy, Ph.D. LL.D.
Lecturer, R. G. Murison, M.A., Ph.D.

Ethics :

Professor, J. G. Hume, M.A., Ph. D.

The following table exhibits the number of students in attendance during the session :

<i>First Year:</i>			
Regular	174		
Occasional	19		
			193
<i>Second Year:</i>			
Regular...	143		
Occasional	14		
			157
<i>Third Year:</i>			
Regular	121		
Occasional	15		
			136
<i>Fourth Year:</i>			
Regular	105		
Occasional	31		
			136
Graduates			27
Ph. D.			4
			653

The following tables exhibit the number of students in attendance upon lectures in subjects of the General and Honor Courses :

GENERAL COURSE.

	Greek.	Latin.	Ancient History.	English.	German.	French.	Oriental.	Ethics.
First Year.....	22	132	52	110	75	85	34	.....
Second Year.....	16	52	.....	119	41	40	14	.....
Third Year.....	3	26	.....	73	13	15	3	57
Fourth Year.....	2	15	.....	39	10	9	5	.....
Totals.....	43	225	52	341	139	149	56	57

HONOR COURSE.

	Greek.	Latin.	Ancient History.	English.	German.	French.	Oriental.	Ethics.
First Year.....	17	15	17	71	44	61	.....	.....
Second Year.....	14	12	32	35	25	26	3	.....
Third Year.....	11	12	19	30	21	23	1	13
Fourth Year.....	13	15	12	41	15	20	2	.....
Ph. D. Students.....			1	.....	.....	.....	3	.....
Totals.....	55	54	81	174	105	130	9	13

ADDENDUM C.—VICTORIA UNIVERSITY.

Rev. Nathanael Burwash, S.T.D., LL.D., F.R.S.C., President.

Rev. Alfred H. Reynar, M.A., LL.D., Dean of the Faculty of Arts and William Gooderham Professor of English Literature.

A. R. Bain, M.A., LL.D., Nelles Professor of Ancient History.

Rev. E. I. Badgley, M.A., LL.D., Egerton Ryerson Professor of Mental and Moral Philosophy.

Rev. Frances Huston Wallace, M.A., D.D., Dean of Faculty of Theology. and Geo. A. Cox Professor of Biblical Greek.

A. J. Bell, M.A., Ph.D. (Bresl.), Macdonald Professor of Latin Language and Literature.

Rev. John Burwash, M.A., D.Sc., LL.D., H. A. Massey Professor of English Bible.

L. E. Horning, M.A., Ph. D. (Geottingen), Professor of German and Old English.

Rev. J. F. McLaughlin, B.A., B.D., Eliza Phelps Massey Professor of Oriental Languages and Literature.

J. C. Robertson, B.A., W. E. H. Massey Professor of the Greek Language and Literature.

Pelham Edgar, Ph.D., Eliza Gooderham Professor of the French Language and Literature.

A. L. Langford, M.A., Associate-Professor of the Greek Language and Literature.

A. E. Lang, M.A., Associate-Professor of the German Language and Literature.

E Masson, Instructor in French.

A. P. Misener, M.A., Lecturer in Oriental Languages and Literature.

The following table exhibits the number of Arts students in attendance during the session 1903-04:

<i>First Year:</i>			
Regular	87		
Occasional	9		
			96
<i>Second Year:</i>			
Regular	57		
Occasional	18		
			75
<i>Third Year:</i>			
Regular	43		
Occasional	18		
			61
<i>Fourth Year:</i>			
Regular	47		
Occasional	13		
			60
<i>Graduates:</i>			
Occasional	8		
Ph. D.	1		
			9
			301

ADDENDUM D.—FACULTY OF MEDICINE.

DEAN OF THE FACULTY OF MEDICINE, PROFESSOR R. A. REEVE, B.A., M.D., LL.D.

Professores Emeriti:

James Thorburn, M.D.; M. H. Aikins, M.D.; W. W. Ogden, M.D.; J. H. Richardson, M.D., Uzziel Ogden, M.D.

Professors of Surgery and Clinical Surgery:

I. H. Cameron, M.B., Tor., F.R.C.S., Eng.; F. LeM. Grasett, M. D. C.M., F.R.C.S., Edin.; G. A. Peters, M.B., Tor., F.R.C.S., Eng.; L. Teskey, M.D., C.M., Trin.

Associate-Professor of Clinical Surgery and Clinical Anatomy:

G. A. Bingham, M.D., C.M., Trin., M.B. Tor.

Associate-Professors of Clinical Surgery:

A. Primrose, M.B., C.M., Edin.; N. A. Powell, M.D., C.M., Trin.; M.D., Bellevue, N. Y.; W. Oldright, M.A., M.D., Tor.; H. A. Bruce, M.B., Tr., F.R.C.S., Eng.; F. N. G. Starr, M.B., Tor.

Associate-Professor of Clinical Surgery in charge of Orthopaedics:

C. L. Starr, M.B., Tor.

Demonstrators of Clinical Surgery:

W. McKeown, B.A., M.B., Tor.; C. A. Temple, M.D., C.M., Trin.; A. H. Garratt, M.D., C.M., Trin.; C. B. Shuttleworth, M.D., C. M., Trin., F.R.C.S., Eng.; T. B. Richardson, M.D., C.M., Trin., F.R.C.S., Edin.; J. F. Uren, M.D., C.M., Trin.

Professor and Director of the Anatomical Department:

A. Primrose, M.B., C.M., Edin.

Associate-Professor of Anatomy:

H. W. Aikins, B.A., M.B., Tor.

Demonstrator of Anatomy:

C. B. Shuttleworth, M.D., C.M., Trin., F.R.C.S., Eng.

Assistant Demonstrators of Anatomy:

W. J. McColum, M.B., Tor.; W. J. O. Malloch, B.A., M.B., Tor.; S. H. Westman, M.B., Tor.; G. Elliott, M.D., C.M., Trin.; E. R. Hooper, B.A., M.B., Tor.; W. J. Wilson, M.B., Tor.; A. C. Hendrick, M.A., M.B., Tor.; C. P. Lusk, M.D., C.M., Trin.; A. J. MacKenzie, B.A., LL.B., M.B., Tor.; D. McGillivray, M.B., Tor.; E. S. Ryerson, M.D., C.M., Trin.; F. W. Marlow, M.D., C.M., Trin.; F.R.C.S., Eng.

Professor of Medicine and Clinical Medicine:

A. McPhedran, M.B., Tor.

Associate Professors of Medicine:

J. T. Fotheringham, B.A., Tor.; M.D., C.M., Trin.; R. D. Rudolf, M.D., C.M., Edin., M.R.C.P., Lond.

Professor of Clinical Medicine:

J. L. Davison, B.A., Tor., M.D., C.M., Trin.

Associate-Professors of Clinical Medicine:

A. M. Baines, M.D., C.M., Trin.; W. P. Caven, M. B., Tor.; W. B. Thistle, M.B., Tor.; J. T. Fotheringham, B.A., Tor., M.D., C.M., Trin.; A. R. Gordon, M.B., Tor.; R. J. Dwyer, M.B., Tor., M.R.C.P., Lond.; H. B. Anderson, M.D., C.M., Trin.

Associates in Clinical Medicine:

G. Boyd, B.A., M.B., Tor.; F. Fenton, M.D., C.M., Trin.; H. C. Parsons, B. A., M.D., C. M., Trin.; W. Goldie, M.B., Tor.

Professor of Pathology and Bacteriology and Curator of the Museum and Laboratories:

J. J. Mackenzie, B.A., M.B., Tor.

Professor of Clinical Pathology :

H. B. Anderson, M.D., C.M., Trin.

Associate-Professor of Pathology and Bacteriology :

J. A. Amyot, M.B., Tor.

Laboratory Assistant in Bacteriology :

T. D. Archibald, B.A., M.B., Tor.

Demonstrators in Pathology :

G. Silverthorn, M.B., Tor.; C. J. Wagner, M.B., Tor.

Assistant Demonstrators of Pathology :

W. H. Pepler, M.D., C.M., Trin.; H. C. Parsons, B.A., M.D., C.M., Trin.; M. M. Crawford, M.B., Tor.; F. A. Clarkson, M.B., Tor.; R. H. Mullin, M.B., Tor.; E. S. Ryerson, M.D., C.M., Trin.

Assistants in Clinical Laboratory :

H. S. Hutchison, M.B., Tor.; W. N. Meldrum, M.B., Tor.

Professor of Preventive Medicine :

C. Sheard, M.D., C.M., Trin.

Professor of Materia Medica, Pharmacology and Therapeutics :

J. M. MacCallum, B.A., M.B., Tor.

Professor of Gynaecology and Operative Obstetrics :

J. Algernon Temple, M.D., C.M., McGill.

Professor of Obstetrics :

A. H. Wright, B.A., M.B., Tor.

Professor of Gynaecology :

J. F. W. Ross, M.B., Tor.

Associate-Professor of Obstetrics and Pediatrics :

H. T. Machell, M.B., Tor.

Associate-Professor of Pediatrics :

A. M. Baines, M.D., C.M., Trin.

Associates in Obstetrics :

K. C. McIlwraith, M.B., Tor.; F. Fenton, M.D., C.M., Trin.

Professors of Ophthalmology and Otology :

R. A. Reeve, B.A., M.D., LL.D., Tor.; G. S. Ryerson, M.D., C. M. Trin.; G. H. Burnham, M.D., Tor., F.R.C.S., Edin.

Associates in Ophthalmology and Otology :

C. Trow, M.D., C.M., Trin.; J. M. MacCallum, B.A., M.B., Tor.

Professor of Laryngology and Rhinology :

G. R. McDonagh, M.B. (Tor.)

Associate-Professor of Laryngology and Rhinology :

D. J. G. Wishart, B.A., Tor., M.D., C.M., McGill.

Associate of Laryngology and Rhinology :

G. Boyd, B.A., M.B., Tor.

Professor of Hygiene :

W. Oldright, M.A., M.B., Tor.

Professor of Toxicology :

W. H. Ellis, M.A., Tor.

Professor of Medical Jurisprudence :

N. A. Powell, M.D., C.M., Trin., M.D., Bellevue, N.Y.

Extra-Mural Professors of Mental Diseases :

N. H. Beemer, M.B., Tor.; J. C. Mitchell, M.D., C.M., Trin.

Professor of Physics :

James Loudon, M.A., LL.D., Tor.

Lecturer on Physics :

C. A. Chant, B.A., Tor., Ph. D., Harv.

Professor of Chemistry :

W. R. Lang, D.Sc., Glasg.

Associate-Professor of Medical Chemistry :

W. T. Stuart, M.D., C.M., Trin.

Lecturers in Chemistry :

F. B. Kenrick, M.A., Tor., Ph. D., Leip.; F. B. Allan, M.A., Ph. D., Tor.

Professor of Biology :

R. Ramsay Wright, M.A., B. Sc. Edin. LL.D., Tor.

Lecturer in Zoology :

B. A. Bensley, B.A., Tor., Ph. D., Col.

Lecturer in Elementary Biology and Histology :

W. H. Piersol, M.B., Tor.

Professor of Physiology :

A. B. Macallum, M.A., M.B., Tor., Ph.D., Johns Hopkins.

Demonstrator of Physiology :

F. H. Scott, B.A., Ph. D., Tor.

Assistant Demonstrators of Physiology :

W. J. O. Malloch, B.A., M.B., Tor.; S. H. Westman, M.B., Tor.; A. C. Hendrick, M.A., M. B., Tor.; D. McGillivray, M.B., Tor.

The following table exhibits the number of students registered as in attendance upon the lectures given by the staff of the Faculty of Medicine :

Graduate Students	9
Fourth Year Students	159
Third Year Students	170
Second Year Students	134
First Year Students	160
Occasional Students	90
Total	722

ADDENDUM E.—APPLIED SCIENCE AND ENGINEERING.

DEAN OF THE FACULTY, PRINCIPAL GALBRAITH, M.A., LL.D.

Chemistry :

Professor, W. H. Ellis, M.A., M.B.
Lecturer, J. W. Bain, B.A. Sc.
Fellow, E. G. R. Ardagh, B.A. Sc.
Fellow, C. G. Williams, Grad. S.P.S.
Lecture Assistant, F. G. Marriott, Grad. S.P.S.

Geology, Mining and Metallurgy :

Professor, A. P. Coleman, Ph.D.
Lecturer, G. R. Mickle, B.A.
Fellow, J. G. McMillan, B.A.Sc.

Applied Mechanics :

Professor, J. Galbraith, M. A.
Lecturer, J. McGowan, B.A., B.A.Sc.
Lecturer, R. W. Angus, B.A. Sc.
Demonstrator, H. G. McVean, B.A.Sc.
Fellow, A. E. Davison, Grad. S.P.S.

Architecture and Drawing :

Professor, C. H. C. Wright, B.A.Sc.
Fellow, S. B. Wass, Grad. S.P.S.
Fellow, J. R. Cockburn, B.A.Sc.

Surveying and Geodesy :

Professor, L. B. Stewart, D.T.S.
Fellow, J. L. R. Parsons, B.A.

Electricity :

Professor, T. R. Rosebrugh, M.A.
Demonstrator, H. W. Price, B.A.Sc.
Fellow, H. M. Shipe, Grad. S.P.S.

Number of Students by Years.

First year	187
Second year	106
Third year	85
Fourth year	20
Occasional	4
	402

Number of Students by Departments.

1. Civil Engineers	140
2. Mining Engineers	50
3. Mechanical and Electrical Engineers	197
4. Architecture	4
5. Applied Chemistry	11
	402

ADDENDUM F.—THE LIBRARY.

The Librarian of the University begs to submit his annual report for the year ending June 30th, 1904:

1. The number of bound volumes added to the Library during the year was 2,717, of which 483 were presentations, making the total contents of the Library 77,558 volumes. The number of pamphlets added during the year was 1,403. The total number pamphlets, of which no accurate account was kept until the last few years, now exceeds 20,000.

2. During the session 1903-4 the average continuous number of readers in the reading-room is estimated at 62. The largest number counted was 126 in the morning of April 18th. The statistics of the use of books by students are as follows, comparison being made with similar statistics for the previous year.

	1902-3	1903-4
Average No. of books read in the reading-room during term per week	819	768
Average No. of books borrowed by students over night per week	328	338
Total No. of books taken out by students for periods longer than one night	2,788	3,390

Under the arrangement for giving students access to the stack-room on recommendation of a professor, 33 persons were admitted during the year for various periods; the number for the previous year was 34.

3. The number of institutions and learned societies on the exchange list of the Library, to which the University of Toronto Studies and the University Calendar and Examination Papers are sent is now 261. The Library receives 280 periodicals and serial publications in return, besides University calendars and many occasional publications from Institutions included in the above total of 261 to which the University's publications are sent.

4. In recognition of the urgent need for more money to spend on books, to which attention was directed in the report of last year, the appropriation for the coming year out of ordinary income has been raised from \$2,600 to \$3,000. The supplementary allowance from the unexpended remainder of insurance-money on the old library has also been increased from \$3,400 to \$3,500, so as to make the total appropriation to the Library for the year \$6,500 instead of \$6,000 as heretofore. The increase, while not affording any substantial relief to the pressure upon the finances of the Library, is gratifying as a recognition that the necessities of the Library are recognized.

5. In last year's report attention was also directed to the lack of accommodation in the building for reading-room and administrative purposes and to the probability of the stack-room being filled with books to its full working capacity within two years. The subject having subsequently been brought by the Library Committee before the Board of Trustees, the architect was instructed to prepare a comprehensive plan for future extensions of the Library building.

6. A handsome donation was made to the Library during the year, consisting of over 100 volumes of rare and valuable works on Roman and Civil Law, from the Library of the late Professor of Roman Law in the University, the Honourable William Proudfoot, presented by his executors. Another valuable addition to the Library was made through the kindness of the Premier and Members of the Government of Ontario, to whom application was made for leave to bid at the sale of a private library in Germany, exceptionally rich in works relating to the history of the German drama. By their

permission \$1,000, outside of the regular Library appropriation, was spent at this sale, and a valuable collection of periodicals and monographs on the subject in question acquired.

All of which is respectfully submitted.

(Sgd.) H. H. LANGTON,
Librarian.

ADDENDUM G.—BIOLOGICAL MUSEUM.

April 8, 1905.

To President Loudon.

SIR: I beg to report as follows with regard to the condition of the Biological Museum, during the present academical year:

1. The most important change which has occurred is the removal of the Ferrier Collection of Minerals to the new building for Geology and Mineralogy. This renders the north half of the upper floor available for the purpose for which it was originally intended—the accommodation of the Botanical side of the Museum. Already a large collection of models is awaiting a suitable display in cases, and during the summer it is intended that a large amount of illustrative material shall be collected with the help of the appropriation made for this purpose. It is, however, indispensable that cases be provided, and I venture to hope that a suitable sum will be placed in the estimates to provide these.

Should special buildings be erected, as is urged elsewhere, devoted exclusively to Botany, it would be proper to provide a room in these for the special Botanical Museum, while the space thus set free in the Biological Museum would be devoted to the illustration of more general problems of Plant Life, and its relationship to the Animal Kingdom.

2. An important addition to the Botanical Museum has been made by the purchase on the part of the Ontario Government of a large and interesting series of plants from Professor Macoun, Ottawa, which has been entrusted to the care of this Department.

3. I have also to record a valuable addition to the Zoological side of the Museum, in the form of a number of cases illustrative of the Ornithology of the Province, being a collection formed by the late Sir Casimir Gzowski, and presented to the University by Lady Gzowski.

4. The work of cataloguing the collections has progressed. It has been under the charge of Dr. E. M. Walker, who has not only continued the card catalogue of Vertebrates, now nearly finished, but has rendered very valuable service, for which his previous studies have admirably fitted him, in arranging our collection of Insects.

I desire to point out, however, that some permanent provision must be made in the near future for the diagnosis, cataloguing, arrangement and display of our Zoological Collections, the time of the various members of the staff being wholly occupied by the largely increased demands in teaching.

5. Professor Henry Montgomery, who was appointed Curator of the new Museums of Geology and Palaeontology, found that his services would not be required this year in connection with these, and undertook, at my request, to catalogue the synoptic collection of Fossils in this Museum. This work, the carrying out of which has been for some years a great desideratum, has now, thanks to Professor Montgomery's wide palaeontological knowledge been very satisfactorily completed.

6. The storage and showcase for birds, for which an appropriation was made, is in course of completion, and will permit of a very desirable re-arrangement of our (at present much crowded ornithological collections.

I have to express the hope that a similar appropriation will be made next year to carry out the next stage in the plan already submitted to yourself and the Board of Trustees, viz.: cases for the proper display of our collection of Fishes.

7. The small appropriation for specimens has been expended, not in the purchase of systematic collections, but in increasing the efficiency of the Museum as an educative appliance primarily intended for the use of the students of the Department.

8. I have, however, to report that the general public avails itself very largely of the circumstance that the Museum is open every afternoon, and that the number of daily visitors is on the increase.

I have the honor to be, Sir,

Your obedient servant,
(Sgd.) R. RAMSAY WRIGHT.

ADDENDUM H.—MEMORANDUM REGARDING GEOLOGICAL AND MINERALOGICAL MUSEUM.

In view of the occupation of the new Science Building, it is necessary to consider the space available for museum purposes. Owing to the cutting down of the plan, the wing intended for the Museum was omitted, and it has been arranged that a large lecture-room shall be used temporarily for museum purposes. The ground space thus provided is about 50 by 80 feet. The palaeontological material now on hand, including the collection being transferred to the department by Mr. B. E. Walker, is sufficient to fill the whole space. Other departments require accommodation as well, showing that the present provision is entirely insufficient. To provide for the present collections and future expansion it is desirable that the museum wing should be erected as soon as possible. At present this material is stored in drawers and is being transferred into the new cases purchased during the past year; a large number more of similar cases will be required to properly exhibit the specimens already in the possession of the Department without any allowance for a much needed increase. The present museum accommodation is entirely inadequate for the needs of the Departments of Geology and of Mineralogy.

(Sgd.) A. P. COLEMAN,
Professor of Geology.

ADDENDUM J.—UNIVERSITY OF TORONTO STUDIES.

To the President of the University of Toronto.

SIR: I beg to submit the following report on University of Toronto Studies for the year 1904.

1. The publications of the year were as follows:—

History and Economics—Review of Historical Publications, Vol. 8, edited by Messrs. Wrong and Langton.

History and Economics—Municipal History of Manitoba, by A. C. Ewart.

Municipal Government in the Northwest Territories, by S. M. Wickett.

Municipal Institutions in the Province of Quebec, by R. Stanley Weir.

Psychology—Combinations of colours and uncoloured light, by Miss S. A. Chown. Complementary relations of some systems of coloured papers, by Messrs. McGregor and Dix. Some photometrical measurements, by W. G. Smith. Stereoscopic vision and intensity, by T. R. Robinson.

Physiology—Palaeochemistry of the ocean, by Professor Macallum.
Geology—Geology of Michipicoten Island, by E. M. Burwash.

Physical Science—A radioactive gas from crude petroleum, by E. F. Burton.

Papers from the Chemical Laboratories—The Oxalates of Bismuth, by F. B. Allan.

The Economic Admission of Steam to Water Gas Producers of the Low Type, by G. W. McKee.

The Rate of formation of Iodates in Alkaline Solutions of Iodine, by E. C. L. Forster.

Numerical values of certain functions involving e^{-x} , by Professors W. Lash Miller and T. R. Rosebrugh.

A Reaction whose rate is diminished by raising the temperature, by Clara C. Benson.

On the decomposition of Benzine at High Temperatures, by G. W. McKee.

The Action of liquefied Ammonia on Chromic Chloride, by Professors W. R. Lang and C. M. Carson; Note on the Action of Methylamine on Chromic Chloride, by Professor W. R. Lang and E. H. Jolliffe.

A mechanical model to illustrate the gas laws, by F. B. Kenrick.

The rate of the reaction between iodic and hydriodic acid, by S. Dushman.

The electrolysis of acid solutions of aniline, by Lachlan Gilchrist.

Some compounds of chromic chloride with substituted ammonias, by Professor W. R. Lang and C. M. Carson.

2. The necessity of increased funds for the publication of the Studies was mentioned in last year's report. It may be added that two large volumes, the result of years of historical research, have been offered to the Committee for publication during the ensuing twelve months. The authors are graduates of the University, and both former holders of the Mackenzie Fellowship in History and Political Science. The investigations also of which these volumes are the fruit were begun during their authors' respective tenures of the Fellowship. Both works, therefore, are the immediate result of endowment for research in the University itself, and it is peculiarly fitting that the University should undertake their publication. But unless the grant for the Studies is considerably increased, or special funds for the purpose provided, it will be impossible to accept the books for publication.

All of which is respectfully submitted.

(Sgd.) H. H. LANGTON,
General Editor.

ADDENDUM K.—MARINE AND LACUSTRINE BIOLOGICAL STATIONS OF CANADA.

To the President of the University of Toronto:

SIR: I beg to submit the following report as to the co-operation of members of the University in the scientific work carried on at these stations. The appropriation made by the Board of Trustees has been expended in meeting, in part or in whole, the expenses of workers not provided for out of the Dominion appropriation.

MARINE STATION AT MALPEQUE.

During the season of 1904, I again acted as Assistant Director of this Station, remaining there from the middle of June till the middle of September.

ber. Considerable progress was made with investigations into the life-history of the oyster, which may lead to the establishment of experiments on a commercial scale on methods of oyster cultivation suitable to Canadian waters. Dr. J. H. Faull, Mr. L. C. Coleman, B.A., and Mr. J. Ross Murray, spent the greater part of the season there. Their travelling expenses were met out of the University grant. Messrs. Faull and Coleman were engaged on the Flora and Fauna, respectively, of the oyster bed, and Mr. Murray prepared a number of illustrations for a paper by myself on the Natural History of the Oyster. It is probable that the station will be located in 1905, at Gaspe, P.Q.

LACUSTRINE STATION AT GEORGIAN BAY.

Dr. B. A. Bensley, who was in charge, reports as follows :

The Georgian Bay Station was occupied from June 1st to September 5th. The following gentlemen attended during the whole or a part of the summer :—Messrs. A. G. Huntsman and Davidson Black, student-assistants from the University of Toronto, Mr. L. C. Coleman, B.A., assistant in Zoology (during the early part of the season), Mr. A. P. Gundry, B.A., Science Master of the Brantford Coll. Inst., Mr. J. M. Cole, M.A., of the Woodstock, Coll. Inst.

The early part of the season was employed in experiments on the artificial rearing of fishes in the Laboratory. Later Mr. Huntsman extended, mounted and arranged the collection of plants begun by the late Mr. Anderson, in 1902, and submitted a report thereon for publication. Similar work on the birds was done by Mr. Black. Messrs. Cole and Gundry made collections of the Molluscs and aquatic insects. Mr. Huntsman also studied the feeding habits of the black bass in its early stages of growth, and representative organisms of the plankton.

The appointments of the station have been greatly improved, chiefly by the addition of a pumping apparatus for the water supply, the addition of appliances for microscopic technique, and the erection of a dwelling house for those engaged in the laboratory.

An effort is being made to extend the usefulness of the station by inviting the science teachers of Ontario, many of whom are graduates of the University of Toronto, to attend the summer sessions. The advantages of a fully equipped laboratory with natural surroundings will, I believe, be appreciated and lead to the establishment of a permanent summer school.

The expenses of Messrs. Coleman, Huntsman and Black were met out of the appropriation made for this purpose by the Trustees of the University.

(Sgd.) R. RAMSAY WRIGHT.

ADDENDUM L.—FINANCIAL STATEMENT.

I. FACULTY OF ARTS.

Receipts, 1903-4.

Interest on purchase moneys	\$ 6,768 90
Interest on loans	12,759 97
Interest on debentures	11,027 38
Interest on bank balances	413 14
Interest on cost of new building payable by Medical Faculty :	
(a) On three-fifths of \$125,000	3,000 00
(b) On three-fifths of \$50,000	1,200 00
Rentals, University Park Lands	13,559 79
Business properties	3,492 70
School of Science site	925 00

Biological Building	1,900 00
City of Toronto (park)	6,000 00
Sundry earnings	993 00
Fees	59,850 40
Legislative grant	7,000 00
Wild land sales	1,347 86
	<hr/>
	\$130,238 14

Reserve for interest on Retirement Fund, Scholarship and other Trust Funds, \$9,784 27

SUMMARY OF EXPENDITURE, 1903-4.

1. Salaries and Pensions:	
(a) Salaries	\$96,443 20
(b) Pensions	1,200 00
2. Bursar's Office	749 09
3. Registrar's Office	2,204 69
4. Vice-Chancellor's Office	685 00
5. President's Office	1,125 60
6. Law Costs	794 23
7. General Incidentals	1,235 25
8. Insurance	2,000 00
9. Telephones	290 00
10. Convocation Expenses	988 96
11. Examinations	7,786 04
12. Library	3,652 47
13. Grounds	3,818 38
14. Main Building	6,545 65
15. Biological Department:	
(a) Maintenance of Structure	2,963 37
(b) Maintenance of Department	3,626 28
16. Physiological Department	7,400 00
17. Psychological Department	849 04
18. Mathematics	59 31
19. Political Science	6 70
20. History	236 89
21. Italian and Spanish	24 88
22. Advertising (University)	424 60
23. Incidentals (University)	157 05
24. University College Departments:	
Classics	180 05
English	200 00
French	30 00
German	173 46
Oriental Literature	25 00
Stationery	59 15
Printing	57 53
Advertising	65 38
Incidentals	242 75
25. Gymnasium and Students' Union	1,946 45
26. University Press	1,656 51
27. Dining Hall	500 00
28. Educational Association Reception	257 45
	<hr/>
Total Expenditure (exclusive of Departments sustained by Government)	\$150,661 41

DETAILS.

Salaries.

1. Bursar's Office:	
Bursar	\$2,400 00
Accountant	1,400 00
Fees Clerk	700 00
	<hr/>
	\$4,500 00

2. Library:	
Librarian	\$2,200 00
First Assistant.....	550 00
Second Assistant	500 00
Cataloguer	500 00
Two Delivery Clerks.....	380 00
Caretaker	500 00
	<hr/>
	\$4,630 00
3. University of Toronto, general:	
President (also paid as Professor of Physics)	\$2,300 00
Vice-President	400 00
Registrar	1,900 00
Registrar's Stenographer	450 00
Registrar's Stenographer	200 00
Bedell (with free house)	650 00
Architect.....	100 00
Janitor	500 00
Engineer (with rooms and fuel)	576 00
Fireman (salary at \$35 per month for 8 months)	280 00
Carpenter	620 00
Cleaners	768 00
Messenger.....	163 00
	<hr/>
	8,902 00
4. Pension:	
E. J. Chapman.....	1,200 00
	<hr/>
	1,200 00
5. Teaching Staff, etc., University of Toronto:	
(a) Modern History and Ethnology:	
Professor	3,200 00
	<hr/>
	3,200 00
(b) Political Science:	
Professor	3,200 00
Professor of Constitutional and International Law and Constitutional History	1,700 00
Professor of Roman Law, Jurisprudence and History of English Law	875 00
Lecturer (sessional)	1,000 00
	<hr/>
	6,775 00
(c) Mathematics:	
Professor	3,200 00
Associate Professor	1,900 00
Special Lecturer	1,500 00
Fellow	225 00
	<hr/>
	6,825 00
(d) Biology:	
Professor	3,200 00
Lecturer in Zoology and Assistant Curator Museum	1,400 00
Lecturer in Biology and Histology.....	1,100 00
Lecturer and Laboratory Assistant (sessional)	250 00
Class Assistants (sessional)	475 00
Sub-Curator Museum	750 00
Attendant and Caretaker	500 00
Laboratory Attendant	185 20
	<hr/>
	7,860 20
6. Sub-Department of Botany:	
Lecturer in charge of sub-department	1,075 00
Instructor (sessional)	500 00
	<hr/>
	\$9,435 20

(e) Physiology:		
Professor	3,200	00
Professor (arrears)	100	00
Demonstrator (sessional)	1,000	00
Class Assistants	225	00
	4,525	00
(f) Italian and Spanish:		
Professor	2,700	00
Professor (arrears)	100	00
Lecturer (9 months)	750	00
Instructor in Italian	400	00
	3,950	00
(g) Philosophy:		
Professor	2,500	00
Lecturer	1,675	00
Lecturer and Laboratory Assistant	1,100	00
Laboratory Assistant (sessional).....	200	00
	5,475	00
6. Teaching Staff, University College:		
(a) Ethics, Professor		3,200 00
(b) Greek:		
Professor	3,200	00
Associate Professor	1,800	00
	5,000	00
(c) Latin:		
Professor	3,200	00
Lecturer and Associate Professor Ancient History	1,900	00
Lecturer	1,675	00
	6,775	00
(d) Oriental Literature:		
Professor	3,200	00
Lecturer	1,675	00
	4,875	00
(e) English:		
Professor	3,200	00
Associate Professor Anglo-Saxon	1,900	00
	5,100	00
(f) French:		
Professor	2,700	00
Professor (arrears).....	100	00
Associate Professor	1,900	00
Instructor	1,000	00
	5,700	00
(g) German:		
Professor	2,700	00
Professor (arrears).....	100	00
Associate Professor	1,800	00
Instructor	1,000	00
	5,600	00
7. University College, general:		
Principal	400	00

8. Gymnasium:	
Secretary	200 00
Instructor	800 00
Caretaker	576 09
	<hr/>
	1,576 00
Expenses.	
2. Bursar's Office:	
Stationery, postage, printing and incidentals	449 09
Auditor	300 00
	<hr/>
	749 09
3. Registrar's Office:	
Stationery and office supplies	417 56
Postage.....	600 00
Printing, other than Calendar	324 64
Printing Calendar and Curricula	862 44
	<hr/>
	2,204 64
4. Vice-Chancellor's Office:	
Honorarium to Vice-Chancellor	400 00
Expense indemnity	285 00
	<hr/>
	685 00
5. President's Office:	
Secretarial allowance	200 00
Postage and incidentals.....	219 43
Travelling expenses	706 17
	<hr/>
	1,125 60
6. Law costs	794 23
7. General incidentals, including commissions on real estate transactions	1,235 25
8. Insurance	2,000 00
9. Telephones	290 00
10. Convocation expenses	988 96
11. Examinations:	
(a) Remuneration to Examiners:	
Arts	862 79
Medicine	2,051 75
Law	83 00
Engineering and Applied Science.....	140 00
Dentistry	565 50
Agriculture.....	299 00
Music	1,081 63
Pharmacy.....	397 92
Pedagogy	41 25
Matriculation	91 50
Household Science	20 00
Physical Drill	12 00
	<hr/>
	5,646 34
(b) Stationery and supplies	486 70
(c) Cost of printing examination papers and class lists	1,978 00
	<hr/>
	8,111 04
Less Government share for Departments of Chemistry and Physics ...	325 00
	<hr/>
	7,786 04
12. Library:	
(a) Maintenance:	
Fuel	562 12
Water	33 43
Cleaning	170 00
Repairs and incidentals.....	97 92
	<hr/>
	863 47

(b) Customary grant for books	2,600 00
(c) Occasional clerical assistance	189 00
	<hr/> 3,652 47
13. Grounds:	
Labor, tools, gravel, culverts, etc.	3,295 43
Portion of cost of new granolithic walks	523 50
	<hr/> 3,818 93
14. Main Building:	
Repairs (including carpentry and plumbing), and sundries	3,096 14
Fuel	4,237 42
Water	307 24
Gas and Electric Light	904 85
	<hr/> 8,545 65
Less Government share for Department of Physics	2,000 00
	<hr/> 6,545 65
15. Biological Building:	
(a) Maintenance of Structure:	
Fuel	1,359 03
Gas and electric light	233 92
Water	125 06
House furnishings and cleaning materials	224 51
Repairs, including carpentry, plumbing and painting	423 70
Additional attendance and cleaning assistance	347 15
Additional lockers, etc.	350 00
	<hr/> 3,063 37
Less Government share for Department of Mineralogy and Geology...	100 00
	<hr/> 2,963 37
(b) Biological Department:	
Laboratory and Lecture Room supplies	320 51
Museum supplies	345 99
Marine and Lake laboratories	296 78
Students' laboratory supplies.....	869 50
Assistance in preparation of catalogue	250 00
New microscopes and projection apparatus	993 00
Sub-department of Botany:	
Apparatus.....	245 60
Plant specimens, including herbarium.....	300 00
	<hr/> 3,626 33
16. Physiological Department:	
Maintenance, including students' laboratory supplies ...	857 37
Apparatus for equipping laboratory	3,524 97
Share of maintenance, Medical Building	3,017 66
	<hr/> 7,400 00
17. Psychological Department:	
Maintenance	348 54
Optical Apparatus	500 50
	<hr/> 849 04
18. Mathematics	59 51
19. Political Science:	
Class room supplies	6 70
20. History:	
Class room supplies and provision for reading essays ...	236 89
21. Italian and Spanish:	
Class room supplies	24 83
22. Advertising	424 60
23. Incidentals	157 05

24. University College Departments:

Classics:	
Class room supplies.....	180 05
English:	
Class room supplies and provision for reading essays	200 00
French:	
Class room supplies	30 00
German:	
Class room supplies and assistants	173 45
Oriental Literature:	
Class room supplies	25 00
Stationery	59 15
Printing	57 58
Advertising.....	65 63
Incidentals	242 75
	<hr/>
	1,033 67

25. Gymnasium and Students' Union:

Fuel	535 12
Water	127 02
Gas	66 84
Cleaning	63 13
Repairs and incidentals	1,082 29
Apparatus, labor, etc.	72 05
	<hr/>
	1,946 45

26. University Press:

Portion of cost of presses and type	650 00
Additions to type and equipment.....	341 83
Incidental expenses, repairs to cottage, etc.	664 68
	<hr/>
	1,656 51

27. Dining Hall:

Grant towards maintenance	500 00
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28. Educational Association reception

257 45

DEPARTMENTS MAINTAINED BY GOVERNMENT.

Summary.

1. Chemistry:	
Salaries ..	\$10,081 00
Maintenance	4,279 51
2. Physics:	
Salaries	11,500 00
Maintenance.....	4,999 22
3. Mineralogy and Geology:	
Salaries	6,025 00
Maintenance	5,223 45
4. Examination expenses:	
Share of above departments	325 00
	<hr/>
	\$42,433 19

Details.

1. Chemistry:

(a) Salaries:

Professor.....	2,800 00
Associate Professor.....	2,100 00
Lecturer	1,275 00
Lecturer	1,275 00
Assistant (sessional)	500 00
Two Junior Assistants (sessional).....	700 00
Assistant (sessional)	500 00
Attendant	504 00
Cleaner	177 00
Fireman (8 months)	250 00
	<hr/>
	10,081 00

(b) Maintenance of building:

Fuel.....	643 19
Gas and electric light	328 57
Water	129 45
Cleaning	99 00
Repairs and incidentals	378 52
Equipment of Physical Chemistry laboratory	151 13
Extra lockers	574 50
	<hr/>
	2,304 36

(c) Maintenance of department:

Chemicals, glassware, balances, etc.	1,623 03
Appropriation for sub-department of physical chemistry	352 12
	<hr/>
	4,279 51

2. Physics:

(a) Salaries:

Professor	3,200 00
Associate Professor	1,900 00
Associate Professor	1,900 00
Lecturer	1,800 00
Assistant Demonstrator.....	800 00
Lecture assistant	500 00
Class assistants (sessional)	600 00
Mechanical assistant	800 00
	<hr/>
	11,500 00

(b) Maintenance of department:

Supplies, apparatus, etc.	2,999 22
Proportions of fuel, water, light, cleaning, repairs and incidentals,	
Main Building account	2,000 00
	<hr/>
	4,999 22

3. Mineralogy and Geology:

(a) Salaries:

Professor Geology	700 00
Professor Mineralogy	2,675 00
Lecturer	1,350 00
Class assistants	1,000 00
Attendant	300 00
	<hr/>
	6,025 00

(b) Maintenance of department:

Mineralogy:

Apparatus	845 47
Maintenance, including expenses collecting minerals, etc.	637 93
Museum cases, specimens, etc....	1,024 95
Proportions of fuel, water, light, cleaning, repairs and incidentals,	
Biological Building account	100 00
	<hr/>
	2,608 35

Geology:

Apparatus, fossils, etc.	2,102 28
Supplies and sundries	512 82
	<hr/>
	2,615 10

4. Examination expenses:

Share of above departments	325 00
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II. FACULTY OF MEDICINE.

RECEIPTS.

Fees:	
First year	\$14,363 00
Less Arts portion	1,834 00
	<u>\$12,529 00</u>
Second year	\$12,676 00
Less Arts portion	1,770 00
	<u>10,906 00</u>
Third year	16,568 00
Fourth year	15,176 00
Miscellaneous	1,995 00
Registration	780 00
Examination	1,688 00
Psychology	540 00
Interest on bank account	577 31
New Medical Building, share of maintenance from Physiological Department	3,017 66
New Medical Building, rent of rooms:	
Provincial Board of Health	\$500 00
Toronto Medical Society	20 00
	<u>520 00</u>
	<u>\$64,296 97</u>

EXPENDITURE.

Summary.

Salaries	\$37,142 33
Maintenance:	
Anatomical Department	\$5,810 48
Departments other than Anatomy	9,357 40
New Building	7,043 01
General expenses	4,943 70
	<u>27,154 59</u>
	<u>\$64,296 97</u>

DETAILS.

Salaries.

Professors:	
A. Primrose, Anatomy	\$2,000 00
J. J. Mackenzie, Pathology, etc.	2,000 00
I. H. Cameron, Surgery and Clinical Surgery	910 25
F. Le M. Grasset, Surgery and Clinical Surgery	949 65
G. A. Peters, Surgery and Clinical Surgery	910 25
L. Teskey, Surgery and Clinical Surgery	949 65
A. McPhedran, Medicine and Clinical Medicine	910 25
J. L. Davison, Clinical Medicine	949 65
C. Sheard, Preventive Medicine	949 65
J. A. Temple, Operative Obstetrics, etc.	949 65
A. H. Wright, Obstetrics	910 25
W. Oldright, Hygiene	910 25
J. F. W. Ross, Gynaecology	606 70
J. M. MacCallum, Pharmacology, etc.	856 70
H. B. Anderson, Clinical Pathology	633 10
N. A. Powell, Medical Jurisprudence	633 10
R. A. Reeve, Ophthalmology, etc.	364 02
G. R. McDonagh, Laryngology, etc.	364 02
W. H. Ellis, Toxicology	303 91
G. S. Ryerson, Ophthalmology, etc.	253 24
G. H. Burnham, Ophthalmology, etc.	242 68
	<u>\$17,556 97</u>

Associate Professors:

G. A. Bingham, Clin. Anat. and Clin. Surg.	633 10
A. M. Baines, Clin. Medicine	633 10
J. T. Fotheringham, Clin. Medicine	633 10
W. P. Caven, Clin. Medicine	606 70

H. W. Aikins, Anatomy	606 70
H. A. Bruce, Clin. Surgery	485 40
D. J. G. Wishart, Laryngology, etc.	303 84
F. N. G. Starr, Clin. Surgery	364 10
J. A. Amyot, Pathology	364 10
W. B. Thistle, Clin. Medicine	364 10
R. D. Rudolf, Medicine, etc.	364 10
A. R. Gordon, Medicine, etc.	364 10
R. J. Dwyer, Medicine, etc.	364 10
C. L. Starr, Orthopaedics	364 10
H. T. Machell, Obstetrics, etc.	254 87
W. T. Stuart, Medical Chemistry	500 00

7,205 51

Demonstrators and Associates:

G. Boyd, Clinical Medicine	253 20
G. Chambers, Clinical Medicine	253 20
F. Fenton, Clinical Medicine	152 00
H. C. Parsons, Clinical Medicine... ..	152 00
W. Goldie, Clinical Medicine	152 00
W. McKeown, Clinical Surgery	253 20
C. A. Temple, Clinical Surgery	253 20
A. H. Garratt, Clinical Surgery	253 20
C. B. Shuttleworth, Clinical Surgery	152 00
T. B. Richardson, Clinical Surgery	152 00
J. F. Uren, Clinical Surgery	152 00
K. C. McIlwraith, Obstetrics	253 20
F. Fenton, Obstetrics	152 00
C. Trow, Ophthalmology	253 20
C. B. Shuttleworth, Anatomy	450 00
W. J. McCollum, Anatomy	150 00
W. J. O. Malloch, Anatomy	150 00
G. E. Elliott, Anatomy	150 00
E. R. Hooper, Anatomy	150 00
W. J. Wilson, Anatomy	150 00
A. C. Hendrick, Anatomy	150 00
C. P. Lusk, Anatomy	150 00
A. J. Mackenzie, Anatomy	150 00
D. McGillivray, Anatomy	150 00
E. S. Ryerson, Anatomy	100 00
S. H. Westman, Anatomy	100 00
T. B. Richardson, Anatomy	50 00
F. W. Marlow, Anatomy	50 00
T. D. Archibald, Pathology, etc.	250 00
G. Silverthorn, Pathology, etc.	150 00
C. J. Wagner, Pathology, etc.	150 00
M. M. Crawford, Pathology, etc.	150 00
H. C. Parsons, Pathology, etc.	150 00
W. H. Pepler, Pathology, etc.	150 00
F. A. Clarkson, Pathology, etc.	100 00
H. S. Hutchison, Clinical Laboratory	250 00
W. N. Meldrum, Clinical Laboratory	100 00
E. S. Ryerson, Assistant	50 00
R. H. Mullin, Assistant	50 00

6,486 40

General Service:

A. Primrose, Secretary to Faculty	1,200 00
J. J. Mackenzie, Assistant Secretary	100 00
Thos. Motton, caretaker	720 00
J. S. Pollock, chief engineer (7 months) ..	420 00
John Taylor, assistant engineer (7 months) ..	355 00
Alex. Wilson, janitor (9 months)	453 50
George Lynne, attendant, Anat. dept.	660 00
J. Anderson, attendant (9½ months)	380 00
H. Crombie, boy messenger, etc.	143 00
Miss M. Armour, stenographer	422 00

4,853 50

Miscellaneous:

Dr. N. H. Beemer, Psychology fees	540 00	
Dr. J. H. Richardson, Honorarium as retired Professor ...	250 00	
Dr. Uzziel Ogden, Honorarium as retired Professor	250 00	
		1,040 00
		<u>\$37,142 38</u>

III. FACULTY OF APPLIED SCIENCE AND ENGINEERING.

(School of Practical Science.)

EXPENDITURE.*

Summary.

Salaries (details below)	\$32,255 94
Expenses	6,042 04
Maintenance and repairs	6,321 31
Instruction in Arts Faculty	2,053 00
Examiners	1,431 40
	<u>\$48,103 69</u>
Receipts from fees	28,522 00
Showing a difference of	19,581 69
(being the excess of expenditure over receipts supplied from vote of Legislature.)	

DETAILS OF SALARIES.

Principal and Professors.

J. Galbraith, Principal and Professor in Engineering	\$3,200 00
A. P. Coleman, Professor in Geology	2,100 00
W. H. Ellis, Professor in Applied Chemistry	1,900 00
L. B. Stewart, Professor in Surveying	2,000 00
C. H. C. Wright, Professor in Architecture	2,000 00
T. R. Rosebrugh, Professor in Electrical Engineering	2,000 00
	<u>13,200 00</u>

Lecturers and Registrar.

J. McGowan, Lecturer in Applied Mechanics	1,300 00
G. R. Mickle, Lecturer in Mining	1,700 00
R. W. Angus, Lecturer in Mechanical Engineering	1,400 00
J. W. Bain, Lecturer in Analytical Chemistry.	1,300 00
G. R. Anderson, Lecturer in Physics	300 00
A. T. Laing, Registrar and Librarian	1,300 00
	<u>7,300 00</u>

Demonstrators.

H. G. McVean, Demonstrator, Mechanical Engineering...	900 00
H. W. Price, Demonstrator, Electrical Engineering	900 00
E. G. R. Ardagh, Demonstrator, Chemistry	175 00
Peter Gillespie, Demonstrator, Applied Mechanics	175 00
Jas. R. Cockburn, Demonstrator, Drawing	175 00
	<u>2,325 00</u>

Fellows and Assistants.

F. G. Marriott, Assistant Lecturer, Chemistry	375 00
J. Horton, Assistant Lecturer, Chemistry	125 00
A. E. Davidson, Fellow in Civil Engineering	375 00
A. E. Gibson, Fellow in Civil Engineering	125 00

*These figures are for the year ending December 31, 1904.

S. B. Wass, Fellow in Mechanical Engineering	375 00
J. A. McFarlane, Fellow in Mechanical Engineering	125 00
J. G. McMillan, Fellow in Mining Engineering	500 00
E. G. R. Ardagh, Fellow in Chemistry	375 00
S. Dushman, Fellow in Chemistry	125 00
C. G. Williams, Fellow in Chemistry	377 00
E. Wade, Fellow in Chemistry	125 00
J. L. R. Parsons, Fellow in Surveying	500 00
N. D. Wilson, Fellow in Surveying	125 00
H. M. Shiye, Fellow in Electrical Engineering	375 00
H. G. Smith, Fellow in Electrical Engineering	125 00
G. J. Manson, Fellow in Electrical Engineering	125 00
J. R. Cockburn, Fellow in Drawing	375 00
M. R. Riddell, Fellow in Drawing	125 00
Herbert Fullerton, Assistant in Mechanical Laboratory	90 17

4,842 17

Attendants.

David Sinclair, Attendant in Chemistry.....	600 00
George Lamb, Attendant in Metallurgy	410 00
D. K. Ambrust, Attendant in Drafting Room	300 00
E. Tozer, Attendant in Mining	300 00
Ernest Thompson, Attendant in Electrical Laboratory	54 10
A. Enright, Messenger	150 00
A. J. Richard, Stenographer	350 00
W. J. Graham, Caretaker	798 00
W. Simpson, Engineer.....	900 00
A. F. McKay, Fireman and Stoker	280 00
W. B. Scott, Night Fireman	180 00
M. McBrearty, Chief Engineer Chemical and Mining Building	100 00
S. Hunter, Assistant Engineer Chemical and Mining Building	66 67
W. Foggett, Fireman Chemical and Mining Building	50 00
B. McMahon, Fireman Chemical and Mining Building	50 00

4,588 77

\$32,255 94

ADDENDUM M.—LIST OF PAPERS AND WORKS BY MEMBERS OF FACULTIES AND RESEARCH STUDENTS FOR THE YEAR 1903-1904.

ALLAN, F. B.

"The Oxalates of Bismuth." (Transactions of the Royal Society of Canada, Second Series, Vol. IX.)

ANDERSON, H. B.:

"The Etiology and Pathology of Arterio-sclerosis." (*American Medicine.*)

BAKER, ALFRED:

"Geometry for Schools—Theoretical." A sequel to "Elementary Plane."

"Geometry—Inductive and Deductive." (W. J. Gage & Co., Toronto.)

CHANT, C. A.:

"The Variation of Potential along the Transmitting Antenna in Wireless Telegraphy." (*American Journal of Science*, Jan., 1904; *Philosophical Magazine*, Feb., 1904.

COLEMAN, A. P.:

"The Iroquois Beach in Ontario." (Geol. Soc. America.)

"The Northern Nickel Range." (Bureau of Mines of Ontario.)

EDGAR, PELHAM:

Articles on:

Maeterlinck. (Toronto *Globe*.)

Stephen Philips—Review of "Sin of David." (Toronto *Globe*.)

Yeats and the Irish Movement. Two articles. (Toronto *Globe*.)

- Ibsen. Two articles. (*Toronto Globe*.)
 Nationalism in Literature. (*Toronto Globe*.)
 Lampman. (*Toronto Globe*.)
 Science and Poetry. (*Toronto Globe*.)
 Bliss Carman. (*Toronto Globe*.)
 D. C. Scott. (*Toronto Globe*.)
 John Morley. (*The News*, Toronto.)
 "Shelley's Debt to Eighteenth Century Thought." (Trans. Royal Soc. Can.)
 "William Morris, Poet, Artist and Socialist." (*Acta Victoriana*.)
 Editor (in collaboration with Mr. D. C. Scott) of Morang's Series of "Makers of Canada."

FIELDS, J. C.:

- "The German University and German University Mathematics." (Proceedings of the Ontario Educational Association, 1903.)
 "Forms for the Abelian Integrals of the three kinds in the case of a curve for which the tangents at the multiple points are distinct from one another." (*Journal für die reine und angewandte Mathematik*, Band 127, 1904, Berlin.)

FRASER, W. H. AND SQUAIR, J.:

- "A French Grammar for Schools and Colleges," abridged edition, with new exercises. Boston and London. D. C. Heath & Co., 1903.

HENDERSON, V. E.:

- "Immunity in the Light of Recent Studies." (*The Canadian Practitioner*, July, 1903.)
 "Some Notes on Artificial Neurotoxic Serum." (*Univ. of Penn. Med. Bull.*, Sept. 1903.)
 "Hay Fever: Etiology and Specific Treatment." (*Can. Practitioner*, Jan., 1904.)

HORNING, L. E.:

- "A Bibliography of Canadian (English) Fiction." (Victoria University Library Publications. No. 2.)

HUME, J. G.:

- "Some Needed Reforms in Canadian Schools." *Woodstock Daily Express, Free Press, Sentinel Review*, Dec., 1903)
 "Rural School Reform." (*The School Journal*, New York, Chicago, Boston, Feb., 1903. Reprinted in *Canadian Educational Monthly*.)
 "Herbert Spencer, A Review." (*The Westminster*, 1903.)
 "Suicide, Statistics and Significance." (*Toronto Sunday World*, March, 1904.)

KENRICK, F. B.:

- The following paper was prepared under the direction of Dr. Kenrick:
 Miss C. C. Benson, "The Composition of the Surface Layers of Aqueous Amyl Alcohol." (*Journal Phys. Chem.*, 7, 532, 1903).

KEYS, D. R.:

- "On the Genesis of American Humor." (Paper read before Can. Institute, March 1904.)
 "On the Origin of the Historical Method." (In First Report of the Archivist for Ontario, 1904.)
 The following paper was prepared under the direction of Prof. Keys:
 "The Anglo-Saxon Scop," by L. F. Anderson. (University of Toronto Philological Publications, No. 1.)

KIRSCHMANN, A.:

- "Ueber Eisgewinnung und kuenstliche Verglerscherung." On the formation of ice and artificial glaciation. (*Physicalische Zeitschrift*, Vol. IV., No. 27.)
 "Deception and Reality." (*American Journal of Psychology*, Vol. XIV., Commemorative Number in honor of Dr. Stanley Hall.)
 "On Parallel Curves, and consequently on the Alaskan Boundary Dispute." *Univ. of Toronto Monthly*, Vol. IV., No. 2.)
 "The Decimal System of Notation,—a Relic of Savagery." *Univ. of Toronto Monthly*, Vol. IV., No. 8.)

LANG, W. R.:

"The Action of Liquefied Ammonia on Chromic Chloride." In collaboration with C. M. Carson. (*Jour. Amer. Chem. Soc.*, April, 1904.)

"The Action of Methylamine on Chromic Chloride." In collaboration with E. H. Joliffe. (*Jour. Amer. Chem. Soc.*, April, 1904.)

"Some Compounds of Chromic Chloride with Substituted Ammonias." In collaboration with C. M. Carson. (*Jour. Amer. Chem. Soc.*, July, 1904.)

The following papers were prepared under the direction of Professor Lang:

"The Economic Admission of Steam to Water Gas Generators of the Lowe Type." By G. W. McKee. (*Jour. Soc. Chem. Ind.*, April, 1904.)

LANGTON, H. H. (See under WRONG, G. M.)

McLENNAN, J. C.:

"On the Radioactivity of Metals Generally." In collaboration with E. F. Burton. (*Phil. Mag.*, Sept., 1903; *Trans. Royal Society of Canada*, Vol. IX., p. 37; *Phys. Zeit.*, Jahr 4, No. 20, Seite 553-556.)

The following papers were prepared under the direction of Professor McLennan:

"On the Character of Radiation from Ordinary Metals." By E. F. Burton. (*Phys. Review*, March, 1904; *Phys. Zeit.*, Jahr 5, Seite 444-445.)

"A Radioactive Gas from Crude Petroleum." By E. F. Burton. (*Univ. of Toronto Studies*, Phys. Sc. series, No. 4; *Phys. Zeit.*, Jahr 5, No. 16, Seite 511-516.)

MILLER, W. LASH:

The following papers were prepared under the direction of Professor Miller:

"A Reaction whose rate is Diminished by Raising the Temperature." By Miss C. C. Benson. (*Jour. Phys. Chem.*, VIII., 116 (1904.)

"The Rate of Formation of Iodates in Alkaline Solutions of Iodine." By E. L. C. Forster. (*Jour. Phys. Chem.*, VII., 640, 1903.)

MITCHELL, J. C.:

"Presidential Address to the Ontario Medical Association in June, 1903." (*Canadian Lancet*; *Dominion Medical Monthly*, July, 1903.)

MURISON, R.:

"A History of Egypt." T. & T. Clark, Edinburgh. (Bible Class Primer Series. Ed. by Principal Salmond.)

"The Character of David." (*The Expository Times*, Edin.)

"The Laws of Hammurabi." (*The Univ. of Toronto Monthly*.)

"Education in Babylonia." (*The Varsity*.)

"The Oldest Law Code." (*The Westminster*.)

"Banking in Ancient Babylonia." (*The Canadian Bankers' Journal*.)

"The Sabbath Service." (*The Presbyterian*.)

"The Rise of the Synagogue." (*The Sabbath School Teachers' Monthly*.)

"The Hebrew Monarchy." (*The Sabbath School Teachers' Monthly*.)

OLDRIGHT, W.:

"Vaccination and the Public Health." (Transactions of the Associations of Executive Medical Health Officers of Ontario.)

"Some Causes Illustrating Difficulties in the Diagnosis and Treatment of Tumors." (*Dominion Medical Monthly*.)

PARKS, W. A.:

"Devonian Fauna of Kwataboahagan River." (Bureau of Mines, Ontario, Vol. XIII., 1904.)

"The Study of Stratigraphy." (Canadian Mining Institute, Vol. VIII., March 1904.)

PEPLER, W. H.:

"Malignant Eudocarditis in Childhood." (*Canadian Journal of Medicine*.)

"Uterine Fibromyomates with Pyosolpinx." (*Canadian Journal of Medicine*.)

REYNAR, A. H.:

"Select Poems of Alfred Tennyson, annotated edition." (W. J. Gage & Company, Toronto.)

RUDOLF, R. D.:

- "The Causation Symptoms and Diagnosis of Gall Stones." (*International Clinics*, Vol. III., 1903.)
- "The Lung Reflex." (*Lancet*, Nov., 1903, London.)
- "The Pretyphoid State." (*Canadian Lancet*, 1904.)
- "The Visceral Manifestations occurring in the Erythems Group of Skin Diseases." (*Canadian Lancet*, 1904.)
- "The Shrine of the Nujha Bridge." (*Wide World Magazine*, 1903.)
- "Mr. Nathaniel Snyder, a Smuggling Story." (*Canadian Magazine*, 1904.)

SQUAIR, J. (See under FRASER, W. H.)

TRACY, F.:

- "A Syllabus of Lectures in Logic." (The Univ. Press, Toronto.)
- "Method in General; Individual Types." Three articles. (*Teachers' Monthly*.)
- "Heredity and Environment; Formation vs. Information." (*Teachers' Monthly*.)
- "A Scientific Basis for Religious and Moral Education from the Standpoint of Ethics." (Proceedings of the Philadelphia Convention of the Religious Association, 1904.)

WALLACE, F. H.:

- "The Relation of the Fourth Gospel to the Synoptics." (*The Methodist Quarterly Review*, Nashville, Tenn., 1903.)
- "College and Church." (*The Methodist Magazine and Review*, Toronto, 1904.)

WALLACE, M. W.:

- "The Birthe of Hercules." With an introduction on "The Influence of Plautus on the English Dramatic Literature of the Sixteenth Century." (Scott, Foresman & Company, Chicago.)

WRONG, G. M.:

- "The British Nation." (Appleton & Company, New York; Morang & Company, Toronto.)
- "The Review of Historical Publications Relating to Canada." Vol. VIII. Edited in collaboration with H. H. Langton. (*University of Toronto Studies*.)

APPENDIX R—Certificates of Public and Separate School Teachers engaged in the Province, February, 1905.

		Teachers' Certificates.									
Inspectorate.	Inspector.	I. Prof. or Interim -from Normal Col- lege.	II. Prof. or Interim from one of Nor- mal Schools.	III. Class Prof.	Renewals or exten- sions of III. Class.	Old Co. Board Cer- tificates.	District.	Temporary.	Not reported.	Total.	
Brant.....	T. W. Standing, B.A.....	9	42	26	3					80	
Bruce, E.....	W. S. Clendenning.....	4	42	57	9	1	2	5	2	122	
Bruce, W.....	W. I. Chisholm, M.A.....	9	53	51	10			1		124	
Carleton.....	R. H. Cowley, B.A.....	7	65	50	19	1		6		148	
Dufferin.....	N. Gordon.....	40	48	19			1	1		117	
Dundas.....	A. Brown.....	5	30	61	8		1		3	108	
Durham and S. Monaghan Tp.....	W. E. Tilley, M.A.....	5	64	66	3	1		2		141	
Elgin.....	W. Atkin.....	9	46	62	17			3	1	138	
Essex, N.....	D. Cheney.....	9	12	4			6	3		34	
Essex, S.....	D. A. Maxwell, B.A.....	5	52	39	16		3	1		116	
Frontenac.....	W. Spankie, M.D.....	1	16	43	27	1	3	11	52	154	
Glengarry.....	D. McDiarmid, M.D.....	2	17	36	12		6		12	85	
Grey, E.....	A. Grier.....	6	23	33	1			1		63	
Grey, W.....	H. H. Burgess, B.A.....	7	47	39	10	1	1	1		106	
Grey, S.....	N. W. Campbell.....	8	57	57	7		4	2		135	
Haldimand.....	Clarke Moses.....	9	40	52						101	
Haliburton, etc.....	S. Phillips, B.A.....	5	11	6		1	68	11	35	137	
Halton.....	J. S. Deacon.....	7	44	29	9					89	
Hastings, N.....	W. Mackintosh.....	10	28	51			22		7	118	
Hastings, S.....	J. Johnston.....	5	69	43	15		2	2		136	
Huron, E.....	D. Robb.....	5	55	59	3			1		123	
Huron, W.....	J. Elgin Tom.....	9	54	63	3					129	
Kent, E.....	Rev. W. H. G. Colles.....	5	51	26	8					90	
Kent, W.....	Robt. Park.....	5	67	34	17					123	
Lambton, E.....	C. A. Barnes, B.A.....	9	68	49	1	2				129	
Lambton, W.....	D. D. Moshier, B.A.....	4	63	52	2	1	1			123	
Lanark.....	F. L. Michell, M.A.....	1	71	51	36	3	1	9	13	185	
Leeds and Grenville, 2.....	R. Kinney, M.D.....	3	16	53	12		3	4		91	
Leeds and Grenville, 1.....	Wm. Johnston, M.A.....	3	25	52	11		4	3		98	
Leeds and Grenville, 3.....	T. A. Craig.....	4	26	38	16		2		5	93	
Lennox and Addington.....	F. Burrows.....	3	30	47	20	3	2	5		110	
Lincoln.....	W. W. Ireland, B.A.....	7	36	31	6	2	1	1		84	
Middlesex, E.....	P. J. Thompson, B.A.....	5	53	53	1					112	
Middlesex, W.....	H. D. Johnson.....	5	51	50						106	
Norfolk.....	H. Frank Cook, B.A.....	5	48	51	14		2	8		128	
Northumberland.....	A. Odell.....	4	66	59	4	1		1	1	136	
Ontario, N.....	Jas. McBrien.....	3	32	32	16		1	1		85	
Ontario, S.....	J. Waugh, B.A.....	3	44	29	7	3		1		87	
Oxford.....	W. Carlyle.....	9	108	57	7	5	1			187	
Peel.....	A. Embury.....	3	46	41	6			1		97	
Perth.....	W. Irwin, B.A.....	5	74	62	4	1	1			147	
Peterboro'.....	J. Coyle, Brown.....	3	32	26	7	1	9	5		83	
Prescott and Russell.....	W. J. Summerby.....	3	16	21	21		49	3		113	
Prince Edward.....	G. D. Platt, B.A.....	3	25	43	13		6	2		92	
Renfrew.....	R. G. Scott, B.A.....	2	36	41	55	1	32	12	2	181	
Simcoe, N.....	J. C. Morgan, M.A.....	8	67	44	10			4		133	
Simcoe, S. W.....	Rev. T. McKee.....	9	40	67	5	2	3	1		127	
Simcoe, E., etc.....	I. Day, B.A.....	1	18	45	21	1	30	2		118	
Stormont.....	A. McNaughton.....	4	27	41	17		5	3	1	98	
Victoria, E.....	J. H. Knight.....	3	35	20	4			11		73	
Victoria, W., etc.....	W. H. Stevens, B.A.....	4	30	36	6		21	9	11	117	
Waterloo, 1.....	T. Pearce.....	7	69	27	4		1			108	
Waterloo, 2.....	F. W. Sheppard.....	4	55	24	2	2	1			88	
Welland.....	J. H. Ball, M.A.....	7	52	62		5				126	
Wellington, N.....	D. Clapp, B.A.....	6	45	47	10					108	
Wellington, S.....	J. J. Craig, B.A.....	8	49	29				1		87	
Wentworth.....	J. H. Smith.....	11	55	32	9					107	
York, N.....	A. B. Davidson, B.A.....	4	53	45	2					104	
York, S.....	D. Fotheringham.....	12	121	17	3					153	
Thunder Bay and R. R.....	J. Ritchie.....	7	43	6	10		7	8		81	
Algoma.....	L. A. Green, B.A.....	5	85	12	5		13	29		99	
Manitoulin.....	D. McCaig.....	1	8	3			34	15	6	67	
Nipissing, etc.....	J. B. McDougall, B.A.....	7	26	17	2		20	44	2	118	
Parry Sound, W.....	Rev. Geo. Grant, B.A.....	6	15	6	11	2	42	23	13	118	
Brantford.....		7	36	2						45	
Guelph.....	Wm. Tytler, B.A.....	9	24							33	
Hamilton.....	W. H. Ballard, M.A.....	48	90	9		7				154	
Kingston.....	W. G. Kidd.....	5	41							46	
London.....	C. B. Edwards, B.A.....	15	99							114	
Ottawa.....	J. C. Glashan, LL.D.....	42	60							102	

APPENDIX R.—*Continued.*

Inspectorate.	Inspector.	Teachers' Certificates.								Total.
		I. Prof. or Interim from Normal College.	II. Prof. or Interim from one of Normal Schools.	III. Class Prof.	Renewals or extensions of III. Class.	Old Co. Board Certificates.	District.	Temporary.	Not reported.	
St. Thomas	S. Silcox, B.A.	3	33	5	.....	2	.....	.....	.....	41
St. Catharines	J. B. Grey	3	18	.....	.....	.....	.....	.....	.....	25
Stratford	J. Russell Stuart	5	21	1	.....	.....	.....	.....	.....	27
Toronto	Jas. L. Hughes	101	463	.....	.....	5	.....	.....	.....	569
Windsor and Walkerville	Robt. Meade, M.A.	6	33	7	.....	1	.....	.....	.....	47
Brockville	Jno. Connolly	2	21	1	.....	.....	.....	.....	.....	24
Collingwood	D. McCaig	2	16	5	.....	.....	.....	1	.....	24
Peterborough	D. Walker, B.A.	5	30	.....	.....	1	.....	.....	.....	36
R. C. Separate Schools	J. F. Power, M.A.	6	35	35	10	.....	.....	.....	a147	233
	Wm. Prendergast, B.A.	6	50	10	9	.....	3	10	a137	225
	M. O'Brien	1	71	21	5	1	5	7	a109	220
	T. Rochon, B.A. ....	.....	.....	15	.....	.....	106	53	a13	190
	D. Chenay .....	.....	4	7	.....	.....	13	5	a16	45
Totals .....	.....	613	3,976	2,682	624	56	535	336	592	9,414

aNo Certificates.

APPENDIX S.—LIST OF CERTIFICATES ISSUED BY THE EDUCATION DEPARTMENT, 1904, ETC.

1. *Public School Inspectors.*

Christie, James Douglas, B. A.
 Cornish, George Augustus, B. A.
 Donaldson, William, B. A.
 Hedley, Robert Wesley, B. A.
 Madill, James Walter, B. A.

Martyn, Harold G., B. A.
 Minns, James Edward, B. A.
 Rymal, James William, B. A.
 Shaw, Robert, B. A.
 Smith, Herbert Hamilton, B. A.

2. *High School Principals and Specialists.*

Armstrong, Frank, B. A. (Mathematics).
 Balls, George Herbert, B. A. (Mathematics).
 Carefoot, George Anderson, B. A. (Science).
 Cornish, George Augustus, B.A. (Science).
 Crewson, Joseph William, B.A. (Classics).
 Davidson, John H., B.A. (Mathematics).
 Dobson, Percival Charles, B.A. (Classics).
 Donaldson, William, B.A.
 Emery, John Whitehall, B.A. (Science).
 Foucar, Walter K., B.A. (French and German).
 Graham, Louis Hartley, B.A. (Science).
 Green, Leslie Arnold, B.A. (Classics).
 Gunn, Daniel Wesley, B.A. (Mathematics).
 Hedley, James Walter, B.A. (Mathematics).
 Hobbs, Thomas, B.A. (Mathematics).
 Hodgson, Joseph Emerson, B.A.
 Jermyn, Percy Thomas, B.A.
 Jones, Louis E., B.A.
 Kilmer, Ernest E. C., B.A. Science and Commercial).

Kingston, George Augustus, B.A.
 Macdonald, John Ford, M.A. (Classics).
 MacLean, Walter Inglis, B.A. (Classics).
 McDougall, James Brown, B.A. (Classics).
 Madill, Alonzo James, B.A., (Science).
 Merritt, Robert Norris, B.A. (Mathematics).
 Might, Lincoln, M.A. (Science).
 Mowat, Alexander, B.A. (English and History). Issued in 1903.
 Munro, Peter Fraser, B.A. (Classics).
 Nesbit, David Ashton, B.A. (English).
 Norris, Isaac Taylor, B.A. (Mathematics).
 Roberts, Thomas Henry, B.A.
 Scovell, Holland R., B.A. (English, History, French, German).
 Shaw, Robert, B.A. (Mathematics).
 Shepherd, Martin Ward, B.A.
 Simpson, Earnstein, B.A.
 Sissons, Charles Bruce, B.A. (Classics).
 Smeaton, William, B.A. (Science).
 Smith, Herbert Hamilton, B.A. (Science).
 Staples, Louis Edgar, M.A. (Science).
 Wood, Elmore Everton, B.A. (Mathematics).

3. High School Assistants and Specialists.

Bale, George Sidney, B.A. (English and Hist., French, German).	Hawkins, Maud Mary, B.A. (English and Moderns).
Ball, Kathleen Hester (French and German).	Hill, Mary Alpena.
Cleary, Norah, B.A.	Hutchinson, Mary Riordan.
Collins, Harry (Commercial).	Johnston, Lily Mae (Commercial).
Conlin, Evelyn Elizabeth, B.A. (Moderns and History).	Keith, Arthur W., B.A. (Science).
Courtice, Samuel J., B.A. (Mathematics).	Libby, Minnie Fennessy, B.A. (French and German).
Denyes, James Malcolm, B.A. (French and German).	Macdonald, Jessie Esther O.
Dickey, Mary Ada, B.A. (Moderns and History).	McNeely, Priscilla V. M., B.A. (Science).
Ferguson, George Arthur.	Martyn, Harold G., B.A. (Moderns and History).
Grant, Christina Cameron, B.A. (Moderns and History).	Morrison, Amy Mary, B.A.
Grose, Carolyne.	Pitcher, Winona J.
Gunn, Daniel Wesley, B.A. (Mathematics).	Sine, Frederick.
Haviland, Hugh Johnston, B.A. (Classics).	Taylor, Emma Jean, B.A.
	Trenaman, Mabel Natalie, B.A. (Moderns and History).
	Webster, Samuel Charles, B.A.
	Wood, Elmore Everton, B.A. (Mathematics).

4. Summary of Public School Teachers' Certificates.

	Male.	Female.	Total.
First Class.....	28	72	100
Second Class.....	14	168	182
Second Class (Interim).....	0	27	27
Third Class, per County Model School reports.....	287	810	1,097
Plantagenet bi-lingual Model School.....	5	12	17

NOTE.—Commencing September, 1903, there is only one session of the Normal Schools (September to June following.) The examinations are conducted by the respective Normal School staffs.

5. First Class Certificates.

Allan, Florence Mabel.	Fwing, Florence May, B.A.
Ashman, George H.	Fuller, Royden John.
Ballachey, Charlotte M.	Gilbert, Jessie M.
Belfry, Effie.	Hamshaw, Irene J.
Bigelow, Gertrude R.	Hayes, Blanche E.
Bilsland, Mary J.	Henry, Edith May, B.A.
Bloor, Minette.	Hickey, Philippa A. V.
Bond, S. Leonara.	Hinds, Margaret J.
Brennan, Jennie L.	Irwin, David Campbell.
Briggs, Maude E.	Jackson, Vincent W., B.A.
Buell, Nina Henrietta.	Jenkins, Myrtle Mellaney.
Burns, Susie Mabel.	Kaine, John M.
Burpee, Elizabeth Leleah.	Kehoe, Teresa.
Cameron, Allan A.	Kitto, Maud M.
Campbell, Ellen Jane.	Lawlor, Richard G., B.A.
Carlyle, John A.	LeSueur, Evelyn Daisy.
Caughlin, Leonora.	Livens, Emma.
Chidley, Agnes.	Lochhead, Laura Augusta.
Cole, Agatha St. Osyth, B.A.	Lowe, John Griffith.
Coleman, Kate B.	McDermott, Mary Jane.
Corrigan, Eugene.	McEwan, Alice M.
Craig, Elberta May.	McKinnon, Jessie Christine.
Craig, Margaret Evelyn, B. A.	McNab, G. Gibbon, M.A.
Currie, Mima Kate.	McTaggart, Clara.
Dixon, Mamie K.	Maybee, Edith Beatrice.
Dunn, Adelaide Teresa, B.A.	Milburn, Walter.
Dunnett, Alfred.	Miller, Janet.

5. *First Class Certificates.*—Continued.

Mills, Blanche Eliza.
 Mitchell, Christina.
 Moffatt, Harriett E.
 Mulloy, Lulu Eugenia.
 Pattinson, Nellie.
 Ralston, George D.
 Ramsay, William, B.A. (Honors).
 Richards, Florence Bertha.
 Richardson, Etta A.
 Robertson, George A., B.A. (Honors)
 Robinson, May R.
 Russell, Fanny Josephine.
 Rutherford, James Campbell.
 Schell, Arthur William.
 Sealey, Ethel May, B.A.
 Sexsmith, William Newton, B.A.
 Shaw, Bertha Mc.
 Shaw, Helen Harriet.
 Skitch, Ernest Fred.
 Smith, Emma Ora.
 Snider, Wilbert W.
 Spence, Florence M.
 Sprung, Whitfield Lyman, B.A.

Stephen, Margaret Shearer.
 Stewart, Alison (Miss).
 Stewart, Gertrude.
 Syer, Carrie Beatrice.
 Taggart, Burton C.
 Tape, Mary Eloise.
 Thompson, A. Lillian.
 Thompson, Helen Elizabeth.
 Thornhill, Jennie V.
 Tuck, John Raphael.
 Tupling, F. Eva.
 Urquhart, Edith Charlotte.
 Walker, Alice.
 Watson, James Livingstone, B.A.
 Watt, Annie May.
 Weatherilt, Minnie.
 Wightman, Stanley.
 Wilkinson, Amy Florence.
 Wilson, R. Albert, M.A.
 Woodburn, Mayne.
 Wright, Ethwell D.
 Yake, John W.
 Youngson, Mary, B.A.

6. *Second Class Certificates.*

(1) Interim second class certificates valid for two years. On proof of having taught successfully for one year thereon, the holder will be admitted to the final examination of the Normal School, and on passing will be awarded a permanent second class certificate.

Currie, Eva.
 Hanna, Muriel.
 Hurl, Eber.
 Lindsay, Nora Kathleen.
 Jordan, Annie.

Mains, Alice.
 Miller, Beulah Helen.
 Morrison, Janie F.
 McHardy, Flora Margaret.
 Wallace, Ada.

(2) Interim second class certificates valid for two years. On proof of having taught successfully for one year thereon, a permanent second class certificate will be issued.

Alexander, Muriel.
 Benoit, Muriel Agnes.
 Coughlin, Nona.
 Craig, Minnie.
 Campbell, Lily.
 Dwyer, Anna Beatrice.
 Hamilton, Mayme.
 Harvey, Mary Winnifred.
 Hughson, Ida Rooker.
 Irwin, Isabel.
 Iveson, Sadie E.
 Jackson, A. Gertrude.
 Jewison, Bertha Louise.
 Larocque, Valeda A.
 Lloyd, Helen.
 Lloyd, Hazel.
 Lanphier, Jennie Agatha.

Lawson, Bessie Claire.
 MacGregor, Daisy.
 MacMurtry, Monah.
 Manderson, Amy Isabel.
 Masson, Jennie R.
 Mullen, Mamie C.
 Oakley, Laura.
 Perkins, Ina Godwin.
 Pomery, Gertrude.
 Redmond, Annie Loretto.
 Salter, Alice.
 Shortt, Edith B.
 Stanley, Edna.
 Sloane, Anna Beresford.
 Thorne, Florence Alberta.
 Weir, Evelyn Helen, B.A.

(3) *Second Class Certificates.*

Allaster, Ethel. (Honors).
 Amos, Maggie. (Honors).
 Adams, Matilda. (Honors).
 Anderson, Mabel Beatrice.
 Armstrong, Mildred K.
 Aird, Louisa.

Baker, Ismay E.
 Blackwell, Harriet P.
 Broadbent, Lydia M.
 Best, Clara E.
 Burns, Mabel. (Honors).
 Barlow, Annie.

(3) Second Class Certificates.—*Continued.*

Bielby, Margaret E.	Lewis, Mary.
Black, Minnie May.	MacLachlan, Margaret. (Honors).
Brand, Olga Winnona.	Mackay, Harriet S.
Brown, Rachel.	McAlpine, Isabelle.
Burton, Ethel Lizzie.	McBride, Ethel M.
Boucher, Annie R.	McCallum, Ethel Vivian.
Campbell, A. Pearle.	McGregor, Florence.
Chapman, Manty.	McGregor, Milton.
Childs, May.	McCann, Margaret Isabel. (Honors).
Copeland, George F.	McColl, Edith Nina.
Coulter, Amelia.	McCordie, Ethel Maud.
Campbell, Ella Florence.	McCordie, Milton Truman.
Campbell, Nellie.	McDonald, Myrtle Jean.
Clark, Kate.	McGeough, Lillie.
Climie, Aggie Bethea.	McLaughlin, Hattie.
Cook, Bessie Mabel. (Honors).	McMahon, Frank Oliver.
Carpenter, Mabel M.	McLaughlin, Robert E.
Casselmann, Alice M.	Murdock, Jennie I. (Honors).
Cummins, George J.	Milburn, Mary.
Doyle, Iva Campbell. (Honors).	Mitchell, Katie.
Devereaux, Grace Bessie.	Morrow, Samuel J.
Dougan, Carrie Lilian.	Martin, Maggie Ann.
Downing, Cora Dell.	Muir, Helen Wight.
Downes, Marguerite Anna.	Murton, Lena.
Dulmage, Mary.	Marshall, Flora B. (Honors).
Davis, Letitia.	Mattock, Maude.
Ellis, Mattie A. (Honors).	Mullen, Carrie T. (Honors).
Elliott, Lottie Florence. (Honors).	Neelands, May.
Ellison, Daisy Lillian. (Honors).	Newton, Winnifred.
Ferguson, Jessie.	Notter, Mabel.
Foy, Kathleen.	O'Leary, Annie.
Fraser, Barbara S.	O'Leary, Ella.
Guest, Edna.	Paddell, Harry W.
Grieve, Jean Edith. (Honors.)	Padfield, Sara.
Galbraith, Margaret I.	Perry, Caro.
Gardner, Mary Emma.	Phoenix, Eleanor.
Gay, Elizabeth Geddes.	Pigot, Blanche.
Gordon, Agnes Webster.	Procurier, Clara. (Honors).
Griffith, Anah Agatha.	Park, Ethel.
Grant, Mary M. (Honors).	Phillips, Clara M.
Gillespie, John H.	Poppelwell, Maude.
Hagerman, Emma.	Richardson, Laura E.
Henderson, Christena. (Honors).	Ross, Margaret.
Howard, Gertrude. (Honors).	Ripley, Ethel. (Honors).
Hart, Mildred Noel.	Risebrough, Harriet Wilbur.
Hauck, Rose.	Ross, Mina.
Hillborn, Minnie Julia.	Ross, Wilmena Gordon.
Hinch, Edna Augusta.	Reek, Lucy Ann. (Honors).
Huber, Julia Anna D.	Reid, William Thomas. (Honors).
Huycke, Lulu Rosetta.	Roden, Isadore Evans. (Honors).
Hambly, Ethel Edna. (Honors).	Rush, Teresa. (Honors).
Johnston, Alice M.	Skinner, Lillian G. (Honors).
Jardine, May Caroline.	Simpson, Laura G.
Jeffers, Charlotte May.	Slaughter, Edward.
Kehoe, Teresa.	Sloan, Lizzie.
Kilbourne, Ethel M.	Smillie, Agnes.
Kirk, Florence May.	Smith, Lulu M.
Kenney, Gertrude E.	Stapleton, Helena.
Kottmeier, Margaret Louise. (Honors).	Smith, Lillie Jane. (Honors).
Lee, Rebecca.	Samson, Allie Edna.
Lonsberry, John D.	Scott, Minnie Ethel.
Lowe, Jessie.	Selway, Clara.
Leach, Jessie Gould.	Skelton, Minnie Maude.
Lediard, Mary Frances.	Sturgeon, Margaret E.
Lousley, Ada Lucinda.	Thomas, Lillian.
Lucey, Bessie Wilkin.	Traynor, May Loretto.
Lunan, Walter Clarence.	Turnbull, Jennie.

(3) Second Class Certificates.—*Concluded.*

Taylor, Agnes McDonald. (Honors).
 Taggart, Anna Ethel. (Honors).
 Taugher, Lenore.
 Upshall, Martha H.
 Vining, Mary.
 VanValkenburgh, Georgia May.
 Waghorne, Rhoda.
 Wallace, Belle..
 Walker, Ettie Winifred.
 Washington, Ethel Beatrice.
 Weber, Vina Corene.

Weese, Della Evalena.
 Wellwood, Eva Piritte.
 Welsh, Mary Catherine.
 White, Estella Isma.
 Wilson, Lizzie Helena.
 Williamson, Frankie G. E. (Honors).
 Woods, Lizzie.
 Wightman, Myrtle.
 Wynn, Edith.
 York, Ida May.

7. Kindergarten Directors.

Alexander, Minnie.
 Allen, Lillian. (Honors).
 Ashton, Blanche.
 Baker, Ada H. (Honors).
 Ballachey, Mary E. G.
 Betzner, Wahnetta.
 Cleaver, Mona.
 Cunningham, Mabel.
 DeLaporte, Ethel W.
 Denne, Edith May.
 Feir, Euphemia.
 Goulding, Lillian.
 Harding, Lillian B.
 Kidney, Ethel.
 Lennox, Eleanor.

McVety, Spray L.
 Martin, Georgina. (Honors).
 Matthews, Mabel.
 Parker, Winifred.
 Robinson, Nora.
 Robinson, Jean.
 Taylor, M. Aletha.
 Thompson, Marion.
 Ward, Ethel E. (Honors).
 Watson, Edyth.
 Welch, Frances Emma.
 Wilcox, Caroline. (Honors).
 Wilson, Belle.
 Woods, Mamie. (Honors).
 Yellowless, Florence.

8. Kindergarten Assistants.

Alcombrack, Lovella. (Honors).
 Allan, Anna Davidson.
 Aull, Lelia.
 Baker, Jessie C.
 Batton, Edith. (Honors).
 Bennett, Katherine E.
 Boggs, B. Emily. (Honors).
 Cassidy, Irene.
 Johnston, Elizabeth. (Honors).
 Legate, Anna H. (Honors).
 MacRitchie, Ida N. (Honors).
 McCrea, Edith.
 McLean, Aileen.
 Magwood, Mabel. (Honors).

Miller, Mary.
 Patillo, Olive.
 Plummer, M. Inez.
 Pyfrom, R. Welhelmina. (Honors).
 Reid, Jean Douglas. (Honors).
 Ross, Elsie M.
 Seaman, Annie L. (Honors).
 Shackelton, Mary Dorothea.
 Walker, Lily.
 Watson, Veva Alemena.
 Wilcocks, Georgina. (Honors).
 Wilson, Florence.
 Wilson, Margaret K. (Honors).

9. Certificates in Domestic Science.

Burgoyne, Clara E.
 Davidson, Mary Davidson.
 Delaney, Addie.
 Eadie, Ethel M.
 Edmison, Marion.
 Edwards, E. May.
 Eilbeck, Winona M.
 Ellis, Kate.

Henry, Mabel Alena.
 Kingstone, Edith H.
 Lewis, Esther Davis.
 McCally, Ellen M.
 Marshall, Isabel Currie.
 Nesbitt, Anthos A. J.
 Reynar, Constance.
 Tamblyn, Beatrice.

10. *Temporary and Extended Certificates.*

County, etc.	Temporary certificates.	Third Class certificates extended.	County, etc.	Temporary certificates.	Third Class certificates extended.
Brant	1	1	Middlesex	2	...
Bruce	14	...	Northumberland .....	...	1
Carleton	1	...	Prescott and Russell	7	1
Dundas	1	1	Renfrew	15	2
Elgin	1	...	Simcoe .....	...	1
Essex	17	1	Stormont	6	..
Montenac	27	5	Victoria	2	1
Glengarry	20	...	Central Ontario R. C. S. Schools	8	3
Grey	5	...	Eastern Ontario R. C. S. Schools	3	1
Haliburton	10	2	Bilingual R. C. S. Schools	64	60
Hastings	10	1	Districts	86	3
Kent	6	..	Totals, 1904	343	88
Lambton	13	...	Totals, 1903	292	23
Lanark	13	2	Increase	51	65
Leeds	3	...			
Lennox and Addington	5	..			
Lincoln	2	2			

11. *Professional Examinations.*

—	Kindergarten Assistants.	Kindergarten Directors.	Co. Model Schools.	Normal Schools.	Normal College.
No. of Candidates	39	33	1122	304	159
No. who passed	30	27	1097	*	146
No. of Appeals	4	1	.....	.....	9
Appeals sustained	0	0	.....	.....	1

*In addition to the number of permanent Second Class certificates issued, as per Sec. 6 (3) of this Appendix, 43 received Interim Second class certificates, which will be made permanent in accordance with the conditions mentioned in Sec. 6 (1) and (2).

APPENDIX T.—MEMBERS OF THE EDUCATIONAL COUNCIL AND BOARDS OF EXAMINERS; LISTS OF ASSOCIATE EXAMINERS; AND HIGH SCHOOL PRINCIPALS AND ASSISTANTS.

I.—EDUCATIONAL COUNCIL, 1904-1905.

Prof. James Loudon, M.A., LL.D., President, Toronto University.
 Prof. Maurice Hutton, M.A., Principal, University College, Toronto.
 Prof. A. B. McCallum, B.A., M.B., Ph.D., Toronto University.
 Prof. Alfred Baker, M.A., Toronto University.
 Rev. J. R. Teefy, M.A., LL.D., Principal, St. Michael's College, Toronto.
 Rev. N. Burwash, M.A., LL.D., Chancellor, Victoria University, Toronto.
 Prof. A. P. Knight, M.A., M.D., Queen's University, Kingston.
 W. Pakenham, B.A., D.Pæd., Principal, Technical High School, Toronto.
 Rev. O. C. S. Wallace, M.A., D.D., LL.D., Chancellor, McMaster Uni., Toronto.
 R. H. Cowley, Esq., M.A., Inspector of Schools for Carleton Co., Ottawa.
 F. C. Colbeck, Esq., B.A., Principal, Coll. Institute, Toronto Junction.
 David Young, Esq., Principal, Public Schools, Guelph.

II. BOARDS OF EXAMINERS, 1905.

(1) *District Certificate Board.*

W Mackintosh, I. P. S. Madoc.
 S. Phillips, B.A., I. P. S. Minden.
 D. Robb, B.A., I. P. S. Brussels.
 H. I Strang, B.A., Prin. Coll. Inst. Goderich.
 W.W. Rutherford, B.A., Prin. Coll. Inst. Aylmer.

(2) *High School Leaving and University Matriculation Board.*

Alexander, W. J., Ph. D.	Toronto University.
Allan, F. B., Ph. D.	Toronto University.
Bensley, B. A., Ph. D.	Toronto University.
Ballard, W. H., M. A.	Public School Inspector, Hamilton.
Edgar, Pelham, Ph. D.	Victoria University.
Fletcher, J., LL. D.	Toronto University.
Marshall, J., M. A.	Queen's University.
McKay, A. C., LL. D.	McMaster University.
McLennan, J. C., Ph. D.	Toronto University.
McNaughton, J., M. A.	Queen's University.
Prendergast, W., B. A.	Separate School Inspector, Toronto.
Robertson, J. C., M. A.	Victoria University.
Squair, J., B. A.	Toronto University.
Toews, P., Ph. D.	Toronto University.
Tytler, W., M. A.	Public School Inspector, Guelph.

(3) *Commercial Specialist Board.*

S. K. Davidson	Normal School, London.
J. A. Dobbie	Normal School, Ottawa.
G. L. Johnston, B.A.	Hamilton.
Jessie C. McRae	Belleville.
J. H. Packham, B. A.	Owen Sound.

(4) *High School Entrance Board.*

I. M. Levan, B. A.	Woodstock.
D. D. Moshier, B. Pæd.	Sarnia.
D. M. Walker, B. A.	Peterboro'.

III. ASSOCIATE EXAMINERS FOR DEPARTMENTAL EXAMINATIONS, 1904.

(1) *District Certificate Examination.*

<i>English Grammar and Dictation.</i>	<i>English Composition.</i>
McManus, E.	Lewis, T. N.
Sparks, W. F.	
<i>History.</i>	<i>Arithmetic.</i>
Putman, J. H.	Graham, W. A.
<i>Geography.</i>	<i>Algebra.</i>
Shier, W. C.	Murray, R. W.
<i>English Literature.</i>	<i>Geometry.</i>
Robinson, J. B.	Fairchild, A. H.

(2) *Junior Leaving and Junior Matriculation.*

<i>Experimental Science, Physics and Chemistry).</i>	<i>English Composition.</i>
Cozens, A.	Bale, G. S.
Donaldson, W.	Burnham, A. B.
Hamilton, R. S.	Duff, J.
McMurchy, N.	McPherson, Hattie G.
Pugsley, E.	Morrison, Amy.
	Redditt, T. H.
	Simpson, H. C.
<i>English Literature.</i>	<i>English Grammar and Rhetoric.</i>
Asman, H. O. E.	Asselstine, R. W.
Ball, Kathleen.	Carter, Eslie.
Barr, Janet.	Downey, Helen.
Cleary, Norah.	French, B.
Elliott, T. E.	Gibbard, A. H.
Jeffries, J.	Hawkins, Maud.
Kemp, W.	Hemstridge, Eliza.
Macdonald, Helen.	Jamieson, J. S.
Macdonald, Jean.	McKinnon, C.
Martin, J. S.	Malcolm, G.
Meiklejohn, A. J.	Taylor, Emma J.
Race, W. B.	
Rose, Marion.	
Wetherell, J. E.	<i>Algebra.</i>
	Anglin, R. W.

III. ASSOCIATE EXAMINERS FOR DEPARTMENTAL EXAMINATIONS, 1904.—*Concluded.*(2) *Junior Leaving and Junior Matriculation.*—*Con.**Algebra.*—*Con.*

Auld, C.
Gourlay, R.
Hedley, R. W.
Hogarth, G. H.
Keith, G. W.
Massey, A. W.
Wellwood, N. J.

Dunkley, A. W.
Findlay, W. A.
Freeman, J. A.
Grant, D. M.
McVicar, A.
Marshall, J. W.
Sait, E. M.
Stothers, R.

Geometry.

Brown, P. W.
Cameron, J. S.
Colling, G. F.
Cox, J. L.
Forbes, J. W.
Graham, R. J.
Gunn, D. W.
Harvey, Martha A.
Kirkconnell, T. A.
Merritt, R. N.
White, E. T.

Arithmetic and Mensuration.

Bell, Ethel.
Courtice, S. J.
Davidson, J.
Montizambert, J. R.
Nichol, W. W.
Norris, I. T.
Powell, E. G.
Robertson, G. D.
Seaton, E. T.
Strath, R. S.

Physics.

Clark, H. J.
Fletcher, W. H.
Gill, J.
Hamilton, W. J.
Ivey, T. J.
Lehmann, C.
McDougall, N.
McNeilly, Priscilla.
Sexton, J. H.
Smeaton, W.
Voaden, J.

Classics.

Bell, J. J.
Bell, W. N.
Bryan, H. W.
Dobson, P. C.
Fenton, W. J.
Morrow, A. E.
Reilly, F. J.
Riddell, F. P.
Sawers, F. J.
Teskey, Edith A.
Wright, W. J.

Chemistry.

Cohoe, W. P.
Donaldson, W.
Forbes, W. B.
Kirkland, W. S.
Knox, R. H.
McCready, S. B.

French and German.

Clothier, J. G.
Cook, Margaret.
Day, A. E.
Denyes, J. M.
Graham, P. E.
Jones, Laura.
Macdougall, Isabel J.
Marty, Aletta E.
Marty, Sophie.
Mills, Martha C.
Reynar, Marianne B.
Tamblyn, W. F.

Ancient History.

Barron, R. A.
Burt, A. W.
Dandy, W. P.
Deroche, Eleanor E.
Dolan, J. H.

(3) *Senior Leaving and Honor Matriculation.**English Literature and Composition.*

Christie, J. D.
Foucar, W. K.
Houston, J.
Lawler, Gertrude.
Walks, R. H.

Science.

Hill, E. L.
Piersol, W. H.
Whyte, D.

History.

Glassey, D. A.
Hoag, J. P.

Classics.

Colling, J. K.
Croskery, R. A.
Passmore, S. F.
Smith, George O.
Smith, L. C.
Twohey, W. J.

Mathematics.

Cornwall, J. L.
DeGuerre, A.
Little, J. G.
Robertson, H. S.
Stanley, T. E. A.

French and German.

Balmer, Eliza M.
Clark, D. K.
Dales, J. N.
Hogarth, E. S.
Lane, J. S.

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1905.

Collegiate Institutes.	Names of teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Aylmer	Rutherford, Walter W. Kilmer, Ernest E. C. Munro, Peter Fraser Story, Selma Gladys (Interim)	B. A., Tor. B. A., Queen's. B. A., Queen's, B. Pæd., Tor. M. A., Queen's	Math. Commercial, Sci. Class. Mods. and Hist.	1883 1899 1903 1904	1,400 1,000 900 750
Barrie	Redditt, Thomas H. Hay Andrew Moit, Mary Annie Morrison, A. Selkirk MacKay, Donald Alexander	B. A., Tor. B. A., Queen's B. A., Queen's	Eng., Hist., Fr., Gr. Math. Commercial. Eng. Hist. Sci.	1893 1882 1895 1905 1905	1,500 1,000 750 900 900
Berlin	Forsyth, David Jackman, David S. Dolan, George Robert Norman, Lambert Martyn, Harold G. Albarus, Miss Hedwig S. Houston, D. W. Fisher, Katharine A.	B. A., Tor. M. A., Tor. B. A., Queen's. B. A., Tor. B. A., Tor. B. A., Tor. B. A., Tor.	Math. Sci. Eng., Hist., Class. Com. (Interim) Eng. Hist., Fr. Ger. Mods. and Hist. Fr. Ger. (Manual Training Instructor) (Household Science Instructor)	1901 1902 1904 1904 1904 1904 1903 1903	1,500 1,050 1,000 1,050 900 850 1,000 600
Brantford	Burt, Arthur William Pasmore, Samuel F. Hoag, James P. Coates, Daniel Hanson Bunnell, Effie Maria Shultis, Adam Gundry, Arthur Presland	B. A., Tor. M. A., Tor. B. A., Queen's. B. A., Tor. B. A., Tor.	Eng., Hist., Fr., Gr. Class. Eng., Hist., Math. Math. Eng., Hist., Fr., Ger. Commercial Sci.	1893 1885 1893 1893 1891 1896 1904	1,800 1,200 1,200 1,200 1,200 1,200 1,000
Brockville	Mowat, Alexander Bryan, Hugh Wallace Husband, Almeron Judson Forbes, John W. Emery, John Whitehall Giles, A. Edith Richardson, Kate Hopkins, Walter E.	B. A., Tor. M. A., Queen's B. A., Tor. B. A., Tor. B. A., Tor.	Eng., Hist. Class. Eng., Hist., (Interim) Fr., Ger. Math. Commercial (Interim) Sci. Commercial.	1901 1901 1895 1902 1904 1890 1898 1904	1,550 1,050 1,050 1,050 1,000 750 750 600

Chatham	Twohey, William J. Paterson, David Smith Taylor, Wilson Jewett, Albert E. Lane, James Stanley Collins, Henry Jennings, Edwin William (Interim) Lafferty, Effie (Interim) Thompson, Peter M.	M. A., Tor B. A., Tor B. A., Tor B. A., Queen's B. A., Tor B. A., Tor B. A., Tor B. A., Tor M. A., Queen's	Class. Eng., Hist., Fr., Ger Math. Sci. Fr., Ger. Commercial Sci. Eng., Hist., Fr. Ger. Sci. Math Commercial	1904 1886 1894 1896 1898 1902 1904 1903 1904	1,400 1,250 1,250 1,250 1,075 1,250 800 500 800
Clinton	Houston, John McLean, Ebenezer M McKinnon, Charles (Interim) Cranston, David London (Interim) Johnstone, Lily Mae	M. A., Tor B. A., Tor B. A., Tor	Eng., Hist., Fr. Ger. Sci. Math Commercial	1892 1894 1904 1904 1903	1,225 950 900 750 750
Cobourg	Mitchell, George Winter Arthur, Colin Clayton Odell, John William Jones, Laura L. Anderson, Frank Cecil	M. A., Queen's M. A., Queen's B. A., Tor B. A., Tor B. A., Queen's	Class. Sci. Math. Eng., Hist., Fr., Ger. Com. (Interim), Sci.	1891 1893 1895 1898 1904	1,425 1,000 1,000 800 1,000
Collingwood	Mills, George K. Hannuill, George Colling, John Knowles Stone, Alice B. (Interim) Cole, Agatha St. Osyth. (Interim)	B. A., Tor B. A., Tor B. A., Tor B. A., Tor	Sci. Math. Class. Commercial Mods. and Hist.	1901 1892 1899 1902 1905	1,400 1,050 950 700 650
Galt	Carscadden, Thomas DeGuerre, Ambrose Evans, William Edwin Hamilton, Robert S. Carter, Janet Wishart Morrow, Archibald Elston	M. A., Tor B. A., Tor B. A., Tor M. A., Tor B. A., Tor	Eng., Hist. Math. Commercial Sci. Eng., Hist., (Interim), Fr., Ger. Class.	1885 1890 1892 1894 1901 1905	1,750 1,200 1,100 1,200 950 1,100
Goderich	Strang, Hugh Innis Field, John M. Merritt, Robert Norris Willson, Herbert George (Interim) Parlee, Edith Bailey, Joseph J. (Interim)	B. A., Tor B. A., Tor B. A., Tor B. A., Tor	Class. Eng., Hist., Fr., Ger. Math. Sci. Commercial	1871 1900 1902 1904 1903 1903	1,300 1,000 950 850 800 700
Guelph	Davison, James Hill, Ethelbert Lincoln Skinner, Kate Clara	B. A., Vic B. A., Tor B. A., Tor	Math. Sci. Eng., Hist., Fr., Ger.	1892 1889 1895	1,500 1,100 900

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1905.—*Continued.*

Collegiate Institutes.	Names of teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
					\$
Guelph— <i>Com.</i>	Glassey, David Alex.	B. A., Tor	Class.	1903	1,100
	Charlesworth, John William			1888	950
	Taylor, Luther William		Commercial	1902	1,050
	Hughes, Frank Joseph. (Interim)		Commercial	1904	650
Hamilton	Thompson, Robert Allan	B. A., Tor	Math.	1886	2,000
	Turner, John Burgess	B. A., Queen's	Math., Science.	1885	1,600
	Paterson, Andrew	M. A., Trin.		1874	1,200
	Crawford, John Thomas	B. A., Tor	Math.	1889	1,400
	Logan, William McGregor	M. A., Tor	Class.	1892	1,400
	Hogarth, Eber Septimus	B. A., Tor	Eng., Hist., Fr., Ger.	1892	1,400
	MacPherson, Fred'ck Fotheringham	B. A., Tor	Eng., Hist., Fr., Ger.	1894	1,400
	Gill, James	B. A., B. Ped., Tor	Math.	1892	1,200
	Morgan, Sydney Albert	B. A., D. Ped., Tor	Class.	1891	1,200
	Asuan, Henry Oldrid Evison	B. A., London, Eng.		1891	1,100
	Loughhead, William James (Interim)	M. A., Tor	Math.	1904	900
	Johnston, George Lang	B. A., Queen's	Commercial	1888	900
	Bale, George Sydney	B. A., Tor	Eng., Hist., Fr., Ger.	1904	800
	McArthur, Edith Mary			1901	550
	Taylor, Mabel Annie. (Interim)	B. A., Queen's		1904	550
	Kraft, Ernestine Lisette. (Interim)			1904	500
	Parkhill, Thomas Edward		(Drill Instructor).	1898	650
	Macpherson, Mary Constance	B. A., Queen's	(Domestic Science Instructor)	1903	750
	Briden, William	B. A., Queen's	Class., Eng.	1886	1,300
Ingersoll.	Macdonald, George Leslie	B. A., Tor	Eng., Hist., Fr., Ger.	1895	1,000
	Cameron, John Shaw		Math.	1898	1,000
	Sexton, James Henry	M. A., Queen's	Sci.	1902	1,000
	Hatch, Salem B.		Commercial. (Interim)	1904	900
	Lucas, Gavin A. (Interim)	B. A., Tor	Commercial	1904	900
Kingston					
	Ellis, William Stewart	B. A., B. Sc. Vic.	Math., Sci.	1893	1,800
	Sliter, Ernest Oscar	M. A., Tor	Class.	1888	1,225
	Dales, John Nelson	M. A., Tor	Eng., Hist., Fr., Ger.	1889	1,225
	Sills, William Ryerson	M. A., Queen's	Math.	1897	1,200
	Ward, William	B. A., Queen's	Commercial	1898	1,000

Duff, James.....	M. A., Queen's.....	Eng., Hist.....	1889	1,050
Staples, Louis Edgar.....	M. A., Queen's.....	Sci.....	1902	800
Folk, Henry J.....	B. A., Queen's.....	Fr., Ger..... (Interim)	1904	700
Ramsay, William.....	B. A., Tor.....	Class.....	1904	800
Fraser, James W.....	B. A., Tor.....	.....	1904	700
Galbraith, John E.....	B. A., Bowdoin.....	.....	1904	700
Chown, Hattie Louise.....	.....	(Manual Training Instructor).....	1905	700
Hatch, Augustus F.....	.....	.....	1903	1,000
Harstone, John C.....	B. A., Tor.....	Math.....	1886	1,600
Cornish, George Augustine.....	B. A., Tor.....	Sci.....	1903	1,000
Rosevear, Howard Stanley.....	B. A., Tor., M. A., Harvard.....	Sci.....	1903	1,050
Colling, James.....	B. A., Tor.....	Class.....	1894	1,150
Walks, Robert H.....	B. A., Tor.....	Eng., Hist.....	1904	1,000
Willson, Alice M.....	B. A., Tor.....	Fr., Ger.....	1904	900
McNab, Elizabeth M.....	M. A., Queen's.....	.....	1904	700
Radcliffe, Samuel John.....	B. A., Tor.....	Eng., Hist., Fr., Ger.....	1891	2,000
Little, Robert A.....	B. A., Tor.....	Class.....	1886	1,500
Ferguson, William Chalmers.....	B. A., Tor.....	Eng., Hist., Fr., Ger.....	1892	1,350
McCool, John.....	M. A., Tor.....	Eng., Hist., Fr., Ger.....	1897	1,225
McCready, Samuel B.....	B. A., Tor.....	Sci.....	1898	1,225
Govenlock, William M.....	B. A., Tor.....	Math.....	1898	1,200
Wilson, Nicholas.....	.....	.....	1866	1,050
Andrus, Guy A.....	.....	.....	1888	1,150
McVicar, Archibald.....	B. A., Tor.....	Eng., Hist.....	1903	1,150
Riddell, Frank P.....	B. A., Tor.....	Class.....	1898	1,100
Jones, Samuel S.....	.....	.....	1902	1,050
Dickenson, James Arthur.....	B. A., Tor.....	Commercial.....	1895	1,100
McCutcheon, Fred'ck Wm. Caswell.....	B. A., Tor.....	Fr., Ger. (Interim) Math., Eng., Hist.....	1900	1,100
Downing, John Henry.....	M. A., Tor.....	.....	1900	1,025
Stuart, Frederick Alfred.....	B. A., Tor.....	Sci.....	1903	1,025
Mooney, William H. Thos. (Interim).....	B. A., Tor.....	Class.....	1903	1,025
Gray, Neil Roy.....	B. A., Tor.....	Mod's. and Hist.....	1904	1,000
Kelso, Alice C.....	.....	.....	1897	850
McDonald, Jessie.....	B. A., Tor.....	Mod's. and Hist..... (Interim)	1904	800
Davidson, S. Kelso.....	.....	(Art Instructor).....	1887	650
Gregory, William.....	.....	(Drill Instructor).....	1902	600
McIntosh, Christine.....	.....	(Domestic Science Instructor).....	1902	400
Jamieson, James Smyth.....	M. A., Vic.....	Eng., Hist.....	1882	1,300
Massey, Arthur Wallace.....	B. A., Vic.....	Eng., Hist., Math.....	1892	950
Saunders, William John.....	M. A., Queen's.....	Sci.....	1903	900
Libby, Minnie Fennessy.....	B. A., Vic.....	Eng., Hist., Fr., Ger.....	1903	800
Buchanan, John Alexander (Int'rim).....	.....	Commercial.....	1902	800
Morrislurg.....	.....	.....	.....	.....

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1905.—Continued.

Collegiate Institutes.	Names of teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Morrisburg— <i>Con.</i>	Cooke, John Alexander	B.A., Queen's	Class.	1904	\$ 900
Napanee	Flach, Ulysses J.	M.A., Tor.	Math	1900	1,400
	Reid, Marvin Ryckman	M.A., Queen's	Sci.	1900	900
	Croskery, Robert Arthur	B.A., Queen's	Class.	1903	900
	Henry, Edith May	B.A., Tor.	Mods. and Hist.	1904	800
	Nicol, Margaret A.			1892	600
	Smith, Margaret			1892	600
Niagara Falls	Dickson, James D.	B.A., Tor.	Math	1893	1,500
	Walker, David McKenzie		Commercial.	1893	1,100
	Fleming, Ethel Katharine	B.A., Tor.	Mods. and Hist.	1900	1,000
	Will, George Edwin	B.A., Tor.	Class.	1901	1,100
	Voaden, John	M.A., Queen's	Sci.	1903	1,000
	Dobbie, Mary I.			1900	500
	(Interim)				
Orillia	Dickson, John Elder	B.A., Tor.	Class., Eng.	1899	1,500
	Doidge, Thomas Clarke	B.A., Tor.	Math., Commercial.	1899	1,000
	Madill, Alonzo James	B.A., McMaster	Sci.	1905	850
	Scratch, Linnie May		Sci., Com.	1905	800
	Elliott, Robert Leopold			1901	700
	Grant, Christine Cameron	B.A., Tor.	Mods. and Hist.	1903	700
Ottawa	McDougall, Alexander Hiram	B.A., Tor.	Math	1899	1,900
	Macmillan, John	B.A., Tor.	Eng., Hist.	1864	1,800
	Jolliffe, Orion John	M.A., Vic.	Class	1884	1,800
	Marty, Aletta Elise	M.A., Queen's	Fr., Ger	1903	1,275
	Sykes, William John	B.A., Vic.	Eng., Hist., Fr., Ger	1894	1,750
	Stothers, Robert	B.A., Queen's		1887	1,400
	Norris, Isaac Taylor	B.A., Queen's	Math	1898	1,300
	Campbell, Daniel Alexander	B.A., Tor.	Sci.	1896	1,575
	Graham, William Andrew	B.A., Tor.		1895	1,150
	Scott, Bessie Mabel			1892	950
	Armstrong, William Gilnochie	M.A., Tor	Mods. and Hist.	1900	950
	Simpson, Robert S.		Commercial	1902	1,000
	Hedley, James Walter	M.A., Tor	Math	1904	900

Owen Sound.....	Ewing, William Campbell.....	M.A., Queen's.....	Sci.....	1905	900
	Tomkins, Elizabeth Augusta.....	B.A., Queen's.....	Sci.....	1902	800
	Leibner, Ernest Oscar.....	B.A., Queen's.....	Sci.....	1903	950
	Murray, Thomas.....	B.A., Tor.....	Math.....	1897	1,550
	Packham, James Henry.....	B.A., Vic.....	Math., Commercial.....	1884	1,200
	Whyte, David.....	B.A., Tor.....	Sci.....	1902	1,150
	McKellar, Herbert S.....	B.A., Tor.....	Fr., Ger.....	1898	1,150
	Howard, Edw'y S.....	B.A., Vic.....	Eng., Hist.....	1902	1,150
	Brown, Lyman.....	M.A., Tor.....	Class.....	1903	1,100
	VanEvery, John F.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1903	1,100
	Shields, Alfred J.....	.....	.....	1903	800
	Dowkes, William J..... (Interim)	.....	.....	1903	800
Perth.....	Hardie, William.....	B.A., Tor.....	Class.....	1899	1,300
	Edmiston, James Alfred.....	B.A., Tor.....	Sci.....	1893	850
	Preston, Thomas.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1903	900
	McKim, William Andrew.....	B.A., Tor.....	Math.....	1900	900
	Patterson, William John.....	M.A., Queen's and Clark.....	.....	1903	1,000
Peterborough.....	Pessenden, Cortez.....	M.A., Trin.....	Math.....	1890	2,000
	Pile, James A.....	B.A., Tor.....	Math., Sci.....	1887	1,200
	Jeffries, John.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1890	1,200
	Kenner, Henry R. H.....	B.A., Tor.....	Class.....	1893	1,200
	Srigley, Edgar Cooper.....	.....	Commercial.....	1902	1,040
	Hodgson, Joseph Emerson.....	B.A., Tor.....	Sci. (Interim).....	1905	1,000
	Weir, Annie.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1904	1,000
Renfrew.....	McDowell, Charles.....	B.A., Queen's.....	Math.....	1879	1,200
	Berlanquet, Hugh S..... (Interim)	B.A., Queen's.....	Class.....	1904	800
	Smith, Arthur.....	B.A., Tor.....	Sci.....	1904	800
	Bennett, Alice Maud.....	B.A., Tor.....	Mods. and Hist.....	1902	650
	McRae, Donella Maud..... (Interim)	B.A., Queen's.....	Mods. and Hist.....	1903	550
	Reesor, Lillian M..... (Interim)	.....	Commercial.....	1904	700
	Bowditch, Florence.....	.....	(Domestic Science Instructor).....	1902	650
Ridgetown.....	Little, John George.....	B.A., Tor.....	Math.....	1889	1,300
	Reid, Robert.....	B.A., Tor.....	Eng., Hist., Fr., Ger.....	1895	930
	Henderson, Jas. Van Wyck (Int'rim)	B.A., Tor.....	Class.....	1903	800
	Robertson, Geo. Alexander (Interim)	B.A., Tor.....	Sci.....	1904	800
	White, Kate Elizabeth.....	.....	.....	1905	600
St. Catharines.....	Henderson, John.....	M.A., Tor.....	Class, Eng., Hist.....	1872	1,600
	Robertson, William John.....	B.A., Tor., LL.B., Vic.....	Math.....	1874	1,200

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1905.—Continued.

Collegiate Institutes.	Names of teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
					\$
St. Catharines— <i>Con</i>	Giffin, James A.....	B. A., LL. B., Tor.	Sci.....	1892	1,100
	Cloney, Sara Louisa.....	M. A., Queen's.....	Eng, Hist., Fr., Ger.....	1896	1,000
	Laing, Arthur Stewart.....	.....	Commercial.....	1898	900
	Stevenson, William John.....	.....	.....	1892	750
	Caverhill, Arthur E.....	.....	.....	1894	750
St. Mary's.....	Martin, Stephen.....	B. A., Tor	Math.....	1886	1,350
	Pearson, Alexander.....	B. A., Tor	Sci.....	1903	950
	Dobson, Percival Charles.....	B. A., Tor	Class.....	1904	900
	Wilkinson, James Egerton (Interim).....	.....	.....	1904	700
	Conlin, Evelyn Elizabeth.....	B. A., Tor	Mods. and Hist.....	1904	800
St. Thomas.....	Quance, Noah.....	B. A., Tor	Class.....	1891	1,500
	Stevenson, Orlando John.....	M. A., D. Pæd., Tor	Eng, Hist., Fr., Ger.....	1897	1,200
	Lees, Richard.....	M. A., Queen's.....	Sci.....	1894	1,200
	Voaden Arthur.....	.....	Commercial.....	1903	1,200
	McGee, Cyril Houghton.....	B. A., Trin	Math.....	1902	1,100
	Whitely, Lester Robert.....	B. A., Tor	Mods. and Hist.....	1901	850
	Gunn, Daniel Wesley.....	B. A., McMaster	Math.....	1904	850
	Webster, Charles Samuel.....	B. A., Tor	.....	1902	700
	Cook, Margaret.....	B. A., Tor	Eng, Hist., Fr., Ger.....	1903	1,050
	Walker, Arthur J..... (Interim)	M. A., Tor	.....	1903	650
Sarnia.....	Crassweller, Christopher L.....	B. A., Tor	Math.....	1902	1,400
	Grant, David M.....	B. A., Tor	Class.....	1885	1,300
	Burnham, Archibald Mowbray.....	B. A., Tor	Eng, Hist., Fr., Ger.....	1904	1,000
	Dent, William Arthur.....	.....	Sci.....	1904	1,000
	Fleming, Ethel May.....	B. A., Tor	Mods. and Hist. (Interim).....	1902	900
Seaforth.....	Bridgman, Clara Mary.....	.....	Commercial (Interim).....	1902	750
	Jones, Louis E.....	B. A., Tor	.....	1904	650
	Rogers, George F.....	B. A., Vic	Sci.....	1900	1,225
	Kirkwood, Florence Ethel.....	B. A., Tor	Class.....	1901	925
	Brown, Henry William.....	B. A., Tor	Eng, Hist., Fr., Ger.....	1901	925
	Colling, George Featherstone.....	B. A., Tor	Math.....	1901	925
	Miller, Nannie Mary Augusta.....	.....	Commercial (Interim) Eng, Hist.....	1903	775

Stratford.....	Mayberry, Charles Alexander.....	B. A., LL. B., Tor.....	Class.....	1890	1,650
	Robertson, Hugh S.....	B. A., Tor.....	Math.....	1900	1,200
	Lennox, Thomas H.....	B. A., Tor.....	Sci.....	1900	1,100
	Stevenson, Andrew.....	B. A., Tor.....	Eng., Hist.....	1901	1,100
	Malcolm, George.....	B. A., Queen's.....	Eng., Hist., Fr., Ger.....	1890	1,000
	Marty, Sophie E.....	M. A., Queen's.....	Commercial..... (Interim)	1899	1,100
	Robertson, George D.....	B. A., Queen's.....	Commercial..... (Manual Training Instructor)	1902	900
	Adams, W. A.....	.....	Domestic Science Instructor.....	1903	850
	Lewis, Esther.....	.....	.....	1903	500

Strathroy.....	Wetherell, James Elgin.....	B. A., Tor.....	Class., Eng., Hist.....	1884	1,500
	Auld, Charles.....	B. A., Tor.....	Math.....	1900	1,050
	Conn, Henry.....	B. A., Tor.....	Sci.....	1900	1,000
	Kent, Eleanor.....	.....	Commercial.....	1899	800
	Sealey, Ethel May..... (Interim)	B. A., Tor.....	Comds. and Hist.....	1904	750

	Spotton, Henry Byron.....	M. A., Tor.....	Class., Sci.....	1891	2,900
	Hagarty, Edward William.....	B. A., Tor.....	Class.....	1891	1,900
	Balmer, Eliza May.....	B. A., Tor.....	Eng., Hist., Fr., Ger.....	1891	1,900
	Lawler, Gertrude.....	M. A., Tor.....	Eng., Hist., Fr., Ger., Math.....	1891	1,900
Toronto (Harbord St.).....	Smyth, Thomas Henry.....	M. A., Tor.....	Sci.....	1891	1,900
	Cox, John Loane.....	B. A., Tor.....	Math.....	1892	1,900
	Fortar, Charles.....	B. A., Tor.....	Eng., Hist., Fr., Ger.....	1892	1,500
	Kennedy, Lymnan Aaron.....	M. A., Vic.....	Math. (Interim).....	1892	1,500
	Strath, Robert Smith.....	B. A., Tor.....	.....	1893	1,500
	Clark, Luther J.....	B. A., Queen's.....	.....	1896	1,450
	Carstairs, John Stewart.....	B. A., Tor.....	Eng., Hist.....	1899	1,350
	Horton, Charles W.....	B. A., Queen's.....	Eng., Hist.....	1904	1,050
	Moore, James Rosington.....	M. A., Queen's.....	Sci.....	1904	1,050

Toronto (Jameson Ave.).....	Embree, Luther Edmund.....	M. A., Tor.....	Class., Eng., Hist., Fr., Ger.....	1888	3,000
	Smith, Gilbert Acheson.....	B. A., Tor.....	Sci.....	1889	2,000
	Hillock, Julia S.....	B. A., Tor.....	Fr., Ger.....	1900	1,650
	Birchard, Isaac J.....	M. A., Tor.....	Math.....	1893	1,900
	Crawford, Henry J.....	B. A., Tor.....	Class.....	1894	1,900
	Millar, James.....	.....	.....	1888	1,900
	Spence, Nellie.....	B. A., Tor.....	Class., Eng., Hist.....	1889	1,800
	Sinclair, John.....	B. A., Tor.....	.....	1898	1,450
	Watson, Ervin H. A.....	B. A., Tor.....	Mods. and Hist.....	1904	1,050
	Cosens, Absalom.....	M. A., Tor.....	Sci.....	1904	1,050
Toronto (Jarvis St.).....	Manley, Frederick Fitzpayne.....	M. A., Tor.....	Math.....	1875	2,800
	Chase, George A.....	M. A., Tor.....	Eng., Hist., Fr., Ger.....	1889	1,900
	Gray, Robert Alexander.....	B. A., Tor.....	Math.....	1900	1,550
	Shaw, George Edmund.....	B. A., Tor.....	Eng., Hist., Fr., Ger.....	1876	1,900

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1905.—*Continued.*

Collegiate Institutes.	Names of teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Toronto (JarvisSt.)— <i>Con.</i>	Mitchell, William C.	B. A., Tor	Class	1897	\$ 1,550
	Gundy, Henry Wentworth.	B. A., Tor	Class	1900	1,250
	Lehmann, Carl.	B. A., Tor	Sci	1898	1,550
	Thomas, Jane.	B. A., Tor	Eng., Hist.	1882	1,450
	Wightman, Robert.	B. A., Tor	Math.	1902	1,000
	Clarke, Fred Hall.	B. A., Tor	Eng., Hist., Fr., Ger	1904	1,000
	Ivey, Thomas Jayne.	M. A., Tor	Sci	1904	1,000
Toronto Junction.	Colbeck, Franklin Charles.	B. A., Vic	Class, Eng., Hist.	1894	1,800
	Gourlay, Richard.	B. A., Tor	Class, Math	1893	1,400
	Charles, Henrietta.	B. A., Tor	Eng., Hist., Fr., Ger	1900	1,100
	Johnston, Frederick James.	M. A., Tor	Sci	1904	1,100
	Barnes, Charles Lancelot. (Interim)	B. A., Tor	Class	1902	800
	McLellan, Catharine.		Commercial (Interim)	1903	750
	Evans, William Arthur.			1904	700
Vankleek Hill	Jamieson, Thomas.	B. A., Vic	Math	1889	1,100
	Haviland, Hugh Johnston.	B. A., Tor	Class	1904	800
	McLaurin, Peter C. (Interim)	B. A., McMaster	Sci	1902	850
	Trenaman, Mabel Natalie.	B. A., Tor	Mods. and Hist.	1905	600
	Jamieson, Clinton Egerton. (Interim)		Commercial	1904	600
	Hogarth, George Henry.	B. A., Tor	Math	1899	1,150
	Denyes, J. Malcolm.	B. A., Queen's	Fr., Ger	1903	800
Whitby	Forbes, William Brownie.	B. A., Tor	Sci	1903	800
	Deroche, Eleanor Elizabeth.	B. A., Tor	Class	1903	700
	Gibbard, Alexander Hannah.	B. A., Tor	Eng., Hist., Fr., Ger	1904	800
	Gavin, Frederick Pearce.	B. A., Queen's	Sci	1892	1,600
	Bell, Frederick Henry.	B. A., Tor	Eng., Hist., Fr., Ger	1898	1,200
	Messmore, Joseph Franklin.	B. A., Tor	Class	1899	1,100
	Nelson, James.	B. A., Tor	Commercial	1898	1,100
Windsor	Taylor, John Gladstone.	B. A., Queen's	Math	1903	1,100
	Marshall, John Wells.	B. A., Tor	Class	1903	1,000
	Cleary, Norah.	B. A., Tor	Class	1900	800
	Keith, Arthur W.	B. A., Tor	Sci	1904	900

Woodstock.....	Levan, Isaac Master.....	B. A., Tor.....	Class., Eng., Hist., Fr., Ger.....	1898	1,500
	Kerr, Charles Staple.....	B. A., Tor.....	Eng., Hist., (Interim) Class.....	1889	1,100
	Cole, James McLarty.....	B. A., Tor.....	Sci.....	1898	1,100
	Overholt, Arthur Milton.....	M. A., McMaster.....	Math.....	1904	1,100
	Elmslie, Wallace.....	B. A., Tor.....	Mods. and Hist.....	1904	900
	Edward, Wesley Grafton..... (Interim)	B. A., Tor.....	Commercial.....	1904	900
	Miller, Eva Matilda..... (Interim)	B. A., Queen's.....	Mods. and Hist.....	1903	650
High Schools.					
Alexandria.....	MacKay, Donald.....	M. A., Tor.....	Class.....	1895	1,250
	Lawlor, Richard G..... (Interim)	B. A., Queen's.....	Eng., Hist., Fr., Ger..... (Interim)	1904	700
	Flath, Emma S.....	B. A., Queen's.....	Eng., Hist., Fr., Ger..... (Interim)	1903	650
Almonte.....	Treleaven, John Wesley.....	B. A., Tor.....	Class.....	1902	1,100
	McPhail, Alexander O.....	B. A., Queen's.....	Fr., Ger. (Interim) Eng., Hist.....	1899	750
	Thompson, Margaret Jane.....	B. A., Queen's.....	Fr., Ger. (Interim) Eng., Hist.....	1895	750
Arnprior.....	Mabee, George Elliott.....	B. A., Tor.....	Fr., Ger.....	1905	1,000
	Hobbs, Thomas.....	B. A., Tor.....	Math.....	1904	700
	Ward, Clara Anne.....	B. A., Tor.....	Mods. and Hist.....	1904	700
Arthur.....	Snider, Egerton E.....	B. A., Vic.....	Math.....	1896	1,150
	Trench, Wycliffe A..... (Interim)	B. A., Tor.....	Math.....	1905	800
	Blyth, Janet M..... (Interim)	B. A., Tor.....	Math.....	1904	500
Atheas.....	Massey, Norman Levi.....	B. A., Vic.....	Math.....	1898	1,100
	Bishop, Charles Peter.....	B. A., Queen's.....	Commercial..... (Interim)	1895	900
	Dowsley, William Clinton.....	M. A., Queen's.....	Class., Hist., Eng.....	1899	900
	Graham, Robert Radie..... (Interim)	B. A., Queen's.....	Class., Hist., Eng.....	1904	600
Aurora.....	Mulloy, Charles Wesley.....	B. A., Tor.....	Class.....	1896	1,000
	Rice, John.....	B. A., Tor.....	Class.....	1895	650
	McBride, Sara Mabel.....	B. A., Tor.....	Class.....	1902	525
Beamsville.....	Myer, Albert Nicholas.....	M. A., Trin.....	Math.....	1898	900
	Ball, Kathleen Hester.....	M. A., Trin.....	Fr., Ger.....	1893	550
Belleville.....	Milburn, Edward Fairfax.....	B. A., Trin.....	Math.....	1893	1,200
	Knight, William W.....	B. A., Trin.....	Math.....	1892	900
	Clarke, Henry Jellyman.....	B. A., Queen's.....	Sci.....	1892	900
	McRae, Jessie Carré.....	B. A., Queen's.....	Sci.....	1889	600
	Luton, James T.....	M. A., Tor.....	Class.....	1898	900

V. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1905.—Continued.

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	Salary
					\$
Bowmanville.....	Gillfillan, James..... Frost, Francis Henry..... Thompson, John Fletcher..... Allin, Elizabeth A.....	B. A., Queen's..... B. A., Tor..... M. A., Tor..... M. A., Tor.....	Sci..... Math..... Class..... Fr., Ger.....	1880 1886 1904 1902	1,200 1,000 1,000 800
Bradford.....	Foucar, Walter K..... Delmage, Emelyn Euphenia..... Skitch, Ernest Frederick. (Interim)	M. A., Tor..... B. A., McMaster.....	Eng., Hist., Fr., Ger..... Math.....	1901 1903 1904	900 600 500
Brampton.....	Fenton, William J..... Gallraith, William John..... Shields, Alexander M..... Garvin, Joseph L..... (Interim) White, J. Herbert..... (Permit)	B. A., Tor..... B. A., Trin..... B. A., Tor..... B. A., Tor..... B. A., Tor.....	Class..... Fr., Ger..... Eng., Hist..... Math.....	1894 1887 1902 1904 1904	1,300 900 900 900 900
Brighton.....	Newman, George Edmund..... Burke, Alexander.....	B. A., Queen's.....	Fr., Ger., (Interim) Eng., Hist.....	1896 1895	1,000 750
Caledonia.....	Seaton, Edward T..... Tapscott, Cora J..... (Interim) Gundry, Helen Myrtle .. (Interim)	B. A., Queen's..... B. A., Tor..... B. A., Tor.....	Math..... Class.....	1901 1904 1904	1,000 600 600
Campbellford	Hume, John Patterson..... Boyes, Robert..... Henstridge, Elizabeth..... McGuirl, Thomas H..... (Interim)	B. A., Queen's..... M. A., Queen's..... B. A., Queen's.....	Sci..... (Interim) Math..... Eng., Hist., Fr., Ger..... Commercial	1896 1895 1904 1904	1,000 800 800 750
Carleton Place	Rand, Wilfrid Erle..... Asselstine, Robert Whiting..... McDonald, Neil..... McDonald, John Ford.....	B. A., Tor..... B. A., Queen's..... M. A., Queen's.....	Math..... Class.....	1902 1901 1901 1901	1,100 750 750 800
Cayuga.....	Skeele, James Elton..... French, Bruce E..... Lick, Addie.....	B. A., Tor..... B. A., Tor..... B. A., Tor.....	..... Math.....	1897 1899 1903	1,000 700 600

Chesley.....	Bonis, Henry..... Longman, Edwin..... McManus, Emily.....	B. A., Tor..... M. A., Queen's.....	Class Math..... Eng., Hist.....	1904 1904 1901	900 750 600
Colborne.....	Bellamy, Wesley..... Keefe, Reuben Daniel.....	B. A., Vic..... B. A., Tor.....	..... .....	1890 1903	1,000 675
Cornwall.....	MacLean, Allan Edmund..... Nugent, James..... Crewson, Joseph W..... Fetterly, Hiram B..... Birchard, Alexander Fraser.....	B. A., Queen's..... B. A., Vic..... B. A., Queen's.....	Fr., Ger..... Class.....	1898 1884 1902 1904 1898	1,250 1,000 950 900 800
Deseronto.....	Smellie, William K.T..... Whyte, Robert..... Sexsmith, William Newton (Interim).....	B. A., Tor..... B. A., Tor..... B. A., Tor.....	Sci.....	1896 1896 1904	1,150 850 650
Dundas.....	Meiklejohn, Allan J..... Saunders, William Robert..... Wilson, Mary Agnes.... (Interim)	B. A., Queen's..... B. A., Queen's..... B. A., Tor.....	Eng. Hist..... Mod's. and Hist.....	1901 1903 1904	1,200 800 550
Dunnville.....	Witton, James Gayford..... Graham, Peter Edwin..... Smeaton, William..... Cook, Gertrude Agnes... (Interim)	B. A., Tor..... B. A., Queen's..... B. A., Tor..... B. A., Queen's.....	Math..... Eng., Hist. (Interim) Fr., Ger..... Sci..... Class.....	1903 1903 1903 1904	1,050 850 900 700
Dutton.....	Taylor, John Andrew..... Williams, Walter Herbert (Interim)..... Fairchild, Austin H..... (Interim) Tait, Mabel E..... (Permit)	B. A., Queen's..... M. A., Queen's..... B. A., McMaster..... B. A., Tor.....	Sci..... Mod's. and Hist..... Math.....	1898 1904 1904 1904	1,100 650 650 450
East Toronto.....	French, Fred. William..... Graham, Louis Hartley.....	B. A., Tor..... M. A., Tor.....	Class..... Sci.....	1903 1903	1,100 800
Elora.....	MacMurehy, Norman..... Corrigan, Eugene..... (Interim) McQueen, Rose J..... (Interim)	B. A., Tor.....	Sci.....	1895 1904 1904	1,100 600 500
Essex.....	Anglin, Robert W..... Teskey, Edith A..... Might, Lincoln..... Houston, Jessie..... (Interim)	M. A., Queen's..... M. A., Tor..... M. A., Queen's..... B. A., Tor.....	Math..... Class..... Sci..... Mod's. and Hist.....	1902 1901 1904 1904	1,150 850 850 600
Fergus.....	Freeman, John Alexander..... Campbell, Archibald Louis.....	B. A., Tor.....	Class.....	1903 1894	1,000 800

VI. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1905.—Continued.

High Schools.	Names of Teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Fergus— <i>Con.</i>	Odium, Eleanor Dora (Interim) Delmage, Edith Rachel (Interim)	B. A., Trin. B. A., McMaster	Mods. and Hist. Math.	1903 1904	\$475 500
Forest	Stoddart, Robert Stewart, Etta Murray Sprung, Whitfield Lyman (Inter.)	B. A., Tor. B. A., Tor. B. A., Tor.	Class. Eng., Hist., Fr., Ger. Math.	1904 1904 1904	900 700 750
Fort William	Pilkey, Peter Joseph Wood, Elmore Everton	B. A., Queen's B. A., McMaster	Math.	1901 1902	1,200 1,000
Gananoque	Graham, Robert George Irwin, Herbert William Robertson, J. Nelson (Interim) Mitchell, Jessie A.	B. A., Vic. B. A., Tor. B. A., Tor. B. A., Tor.	Math. Mods. and Hist. Class.	1894 1902 1905 1904	1,250 900 850 600
Georgetown	Contis, Richard David Halnan, Lemen R. (Interim) Hagan, James W. (Interim) Watterworth, Grace McC.	B. A., Tor. M. A., Trin.	Class. Math. Commercial	1897 1904 1904 1900	1,100 800 700 600
Glencoe	Morrow, John Duncanson Harrington, James T. Eby, Florence Mary (Interim)	B. A., Tor. B. A., Tor.	Class	1898 1904 1904	850 775 450
Gravenhurst	Keith, George Walter Dougherty, Annie C. (Interim)	B. A., Tor.	Math.	1904 1905	1,000 500
Grimsby	Harrison, Charles W Strang, Rose Innis	M. A., Vic.	.....	1894 1901	800 550
Hagersville	Elliott, Thomas Edward Wright, Robert Brunt, Robert A. (Interim)	B. A., Tor. B. A., Tor.	Eng., Hist., Fr., Ger. Sci.	1905 1896 1905	900 715 675
Harrison	MacLean, Godwin V. Corkill, Edward J.	M. A., Tor., and Harvard. B. A., Queen's	Math. Sci.	1901 1902	1,100 800

Hawkesbury	Alexander, Helen Bow .. (Interim)	B.A., Tor.	Mods. and Hist.	1904	500
	Jackson, Nellie M. . . . (Interim)			1904	400
	Clothier, James O	B.A., Queen's	Fr., Ger., (Interim)	1902	1,000
Iroquois	Higginson, Maria Adelaide	B.A., Queen's		1897	600
	Youngson, Mary A. . . . (Interim)			1904	600
	Stanley, Thomas E. A. . . .	B.A., Tor.	Math.	1897	1,050
	Anderson, William George	B.A., Tor.	Class.	1901	900
	Rose, Marion H.	B.A., Queen's	Fr., Ger	1898	625
Kemptville	McGuire, James F. (Interim)		Sci.	1905	900
	Dillane, William	B.A., Tor.	Math.	1895	1,100
	Nelson, John	B.A., Queen's		1896	900
	Morris, Arthur W. (Permit)	B.A., Tor.		1903	750
	McMillan, George. (Interim)	B.A., Tor.	Mods. and Hist.	1904	800
Kincardine	Bibby, Maria Victoria. . . (Interim)			1904	500
	Perry, Samuel Walter	B.A., Vic.	Class	1890	1,250
	Courtice, Samuel James . . .	B.A., Tor.	Math	1903	850
	Grainger, Horace Alex . . . (Interim)	B.A., Tor.	Sci.	1902	900
	Lamont, Nellie Jane. . . . (Interim)	B.A., Tor.	Eng., Hist.	1904	700
Leamington	Elliott, John	B.A., Queen's	Eng., Hist., Math	1896	1,100
	Robertson, Alexander Morton	M.A., Queen's	Math., Fr., Ger	1900	800
	Barron, Robert A.	B.A., Tor.	Class., Eng, Hist., Fr., Ger	1904	800
	Sanders, Charlotte Annie (Interim)	B.A., McMaster	Sci.	1904	650
	Phillips, William Alexander	B.A., Tor.	Eng., Hist., Fr., Ger.	1892	1,100
Listowel	Nichol, William Wallace . . .	B.A., Tor.	Math	1898	900
	Clarke, Joseph Campbell. . .	B.A., Tor.	Class.	1902	900
	Wren, John Stewart.	B.A., Tor.	Math	1903	1,000
Lucan	Closs, Frank D.	B.A., Tor.	Sci.	1904	650
	Cunningham, Evangelin'eG (Interim)	B.A., Tor.		1904	500
	Mara, Ida M. (Interim)			1903	450
	Watson, Alexander H	B.A., Tor.		1889	1,100
Madoc	Connor, Charles F. (Permit)	B.A., Queen's		1905	700
	Coad, Edith L. (Interim)			1904	450
Markham	Reed, George Henry	M.A., B. Pæd., Tor	Class.	1890	1,100
	Davidson, John H.	M.A., B. Pæd., Tor	Math	1903	750
	McNeill, William K. (Interim)	B.Sc., Queen's		1904	650
	Mairs, Edith M. (Interim)	M.A., Trin.		1902	500

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1905.—Continued.

High Schools.	Names of teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Markham— <i>Con.</i>	Fisher, Edna B. V. (Interim)	.....	Commercial.....	1905	\$ 400
Meaford	Cornwell, John Leslie.....	B.A., Tor., and McMaster.....	Math.....	1900	1,200
	Huff, Samuel.....	B.A., Queen's.....	Sci.....	1891	800
	Dundas, Arthur A.....	B.A., Tor.....	.....	1897	900
	Francis, Annie Buchan.....	B.A., Tor.....	Mods. and Hist.....	1904	700
Midland	Simpson, Ernsstein.....	B.A., Tor.....	Math. (Interim).....	1904	900
	(Class, William Arthur..... (Interim)	B.A., Tor.....	.....	1904	800
	Smith, Lillias Pearl..... (Interim)	B.A., Tor.....	.....	1904	500
Mitchell	Elliott, William.....	B.A., Tor.....	Math.....	1882	1,050
	Carter, Eslie.....	B.A., Tor.....	.....	1903	800
	Stephens, Robert H..... (Interim)	.....	.....	1902	700
Mount Forest	Brethour, John Henry.....	B.A., Vic.....	Class.....	1891	1,150
	Armstrong, Frank.....	B.A., Tor.....	Math.....	1904	800
	Coombes, Joseph E..... (Interim)	.....	Sci.....	1904	800
	Fortner, Theodore G..... (Interim)	B.A., Tor.....	Mods. and Hist.....	1904	400
Newburgh	Nesbit, David Ashton.....	B.A., Queen's.....	Eng.....	1893	1,100
	Millar, Frederick Gourlay.....	B.A., Tor.....	.....	1903	700
	Hedley, William Powell..... (Interim)	B.A., Tor.....	Math.....	1904	650
Newcastle	Davidson, Hugh.....	B.A., Tor.....	.....	1888	900
	Grose, Caroline.....	.....	.....	1901	400
Newmarket	Coombs, Albert Ernest.....	M.A., B. Pad., Tor.....	Class.....	1899	1,075
	Hollingshead, John Edwin.....	.....	.....	1884	775
	Carefoot, George Andrew.....	B.A., Queen's.....	Sci.....	1903	775
Niagara	Wright, William Jonathan.....	M.A., Tor.....	Class.....	1904	800
	Anderson, Lillie Catharine..... (Interim)	.....	.....	1904	450
Niagara Falls South	Fitzgerald, Eliza S.....	M.A., Queen's.....	Class.....	1904	1,200
	Colquhoun, Thomas Alvin..... (Interim)	.....	.....	1904	550

North Bay	McKinley, James Matthew. Girdwood, Arthur Reg'd. (Interim) Barr, Jean	B.A., Tor. B.A., McMaster B.A., Queen's	Class. Math	1904 1904 1903	1,100 850 600
Norwood	Davidson, John. Archer, May Alice. (Interim) Leighton, Clara Edna. (Interim)	M.A., LL.B., Vic B.A., Tor	Class.	1882 1904 1904	1,100 600 550
Oakville	Lillie, John Turner. Montgomery, William. Doherty, Mabel. (Interim)	B.A., Vic B.A., Tor	Class Math Commercial	1905 1905 1903	1,200 800 650
Omenece	Jardine, William Wilson. Harvey, William Blakely.	B.A., Tor.		1898 1903	800 700
Orangeville	Steele, Alexander. Dunkley, Albert Wesley. Somerville, Thomas C. Boyd, Annie Alicia. (Interim) Hutchinson, May R.	B.A., Tor M.A., Queen's B.A., Tor M.A., Queen's	Eng., Hist., Math. Class Mods. and Hist. Sci., Commercial	1879 1901 1904 1904 1904	1,400 900 800 600 500
Oshawa	Smith, Lyman C. Slemont, Edward T. Panton, Jessie R. Stevenson, Louis. Baird, Mabel Margaret. (Interim)	B.A., Vic B.A., Vic. B.A., B.Sc., Vic B.A., Tor	Class., Eng Math. Math., Sci. Mods. and Hist	1882 1892 1886 1902 1904	1,300 1,000 700 1,000 650
Paris	Bell, Walter N. Hedley, Robert Wesley Dickey, Mabel Ada. Sanders, Charlotte Annie. (Interim)	B.A., Tor B.A., Tor B.A., Tor B.A., McMaster	Class Math. Mods. and Hist Sci.	1898 1903 1905 1905	1,300 800 600 750
Parkhill	McDougall, Neil. Taylor, Emma Jean. Guest, Emily Jane. Hood, Finlay. (Interim)	B.A., Tor B.A., Tor M.A., Tor	Sci. Eng., Hist. (Interim) Commercial	1897 1903 1901 1904	1,000 575 650 800
Pembroke	Ross, Ralph. White, Edwin Theodore. Shirreff, Robert Marshall. Williams, Lorne Joseph.	B.A., Tor B.A., B.Paed., Tor	Class Math. Fr., Ger	1895 1900 1895 1905	1,250 950 850 800
Petrollea	Bell, John Johnstone. Clyde, William Donaldson, William	B.A., Tor M.A., Queen's B.A., Tor		1888 1888 1902	1,200 1,050 800

IV. List of Principals and Assistants of Collegiate Institutes and High Schools, January, 1905.—*Continued.*

High Schools.	Names of teachers.	Degrees.	Specialists.	Date of appointment.	Salary.
Petrollea.— <i>Con.</i>	Hill's, Minnie.....	B.A., Tor.....	Math.....	1903	\$ 800
Pictou.....	Dobson, Robert.....	B.A., Vic.....	Math.....	1880	1,200
	Reynar, Marianne Beatrice.....	B.A., Vic.....	Mods. and Hist.....	1901	800
	Dolan, John Henry.....	B.A., Queen's.....	Class.....	1899	1,100
	Kemp, William.....	M.A., Queen's.....	Mods. and Hist.....	1903	850
	Hamilton, William John.....		Sci (Interim).....	1903	1,000
*Plantagenet.....					
Port Arthur.....	Howell, William B.L.....	B.A., Tor.....	Class.....	1904	1,100
	McNab, George Gibbon. (Interim)	M. A., Queen's.....	Math.....	1904	900
	Aitchison, Belle.....			1903	625
Port Dover.....	Liddy, William R.....	B.A., Tor.....	Sci.....	1897	800
	Martin, John Strickler.....	B.A., Tor.....		1899	600
Port Elgin.....	Clark, Joseph Campbell.....	B.A., Tor.....	Class.....	1905	1,000
	Innis, Alexander R.....			1892	800
	Ferguson, Elma Slater. (Interim)			1904	500
Port Hope.....	Kirkconnell, Thomas A.....	B.A., Queen's.....	Math.....	1888	1,300
	Caesar, Lawson.....	B.A., Tor.....	Class.....	1900	950
	Galbraith, Thomas M..... (Interim)			1904	900
	Mills, Martha Christine.....	B.A., Queen's.....	Fr., Ger.....	1904	800
	Moir, Catharine Elizabeth.....			1896	650
Port Perry.....	McBride, Dugald.....	B.A., Vic.....	Class, Math.....	1871	1,300
	Stone, George.....			1883	850
	Downey, Rossa Fred..... (Interim)			1904	800
	Smith, Annie Maria..... (Interim)	B.A., Vic.....		1904	500
Port Rowan.....	Pugsley, Edmund.....	B.A., Vic.....	Sci.....	1896	900
	Shawcross, Mary Louise. (Interim)			1903	450
Prescott.....	Rose, Robert Charles.....	B.A., Tor.....	Math.....	1896	1,080
	McPherson, Hattie Georgina.....	B.A., Queen's.....	Mods. and Hist.....	1900	600
	Cameron, Archibald Rose (Interim)	B.A., Queen's.....	Class.....	1904	700

Rat Portage. (Keenora)	Roberts, Thomas Henry. Wilson, W. Ashbury. Nelson, Etta.	B. A., Tor. B. A., Queen's	..... ..... .....	..... ..... .....	1,250 1,050 600
Richmond Hill.	Shaw, Robert. Andrews, Robert T. (Interim) Bell, M. F. Winnifred. (Interim)	B. A., Tor. and McMaster B. A., Tor.	..... ..... .....	Math. Class.	850 600 425
*Rockland	Race, Wilfred Ballentine. (Interim) Rudlen, George William. Donaldson, William.	B. A., Queen's. B. A., Tor. B. A., Tor.	..... ..... .....	..... ..... Mod. and Hist. Math. Sci. (Interim)	1,200 1,000 1,000
Simcoe	Christie, James Douglas. Galbraith, Robert. Morgan, John James. Lingwood, Frederick H.	B. A., Tor. B. A., Queen's. B. A., Vic. M. A., Trin., B. A., Lon., Eng.	..... ..... ..... .....	Eng., Hist., Fr., Ger. Math. Sci. Class.	1,300 900 900 900
Smith's Falls.	Houston, John Arthur. Stubbs, Samuel John. Smith, Thomas Corlett. Lunny, Rosemary. (Interim)	M. A., Trin. B. A., Tor. and Queen's. B. A., McGill.	..... ..... ..... .....	Math. Eng., Hist., Class.	1,300 950 900 500
Smithville	Tremeer, James. Hill, Mary Alpena.	B. A. Vic.	..... .....	Class.	950 500
Stirling	Kennedy, George E. McKeracher, Alda. (Interim) Tapscott, Mabel C. (Interim)	B. A., Vic.	..... ..... .....	Sci.	925 500 450
Streetsville	Cameron, Aldis W. Augustine, Wilfred H. (Interim)	B. A., Tor. B. A., McMaster.	..... .....	Eng., Hist. Math.	900 650
Sydenham	Henry, Thomas McKee. Brown, Percy William. Ewing, Florence May. (Interim)	B. A., Tor. B. A., Queen's.	..... ..... .....	Math. Sci.	1,100 850 450
Thorold.	Bald, William Francis. Smith, Margaret T. Hubner.	B. A., Tor., LLB., Queen's	..... .....	Class.	1,200 700
Tillsonburg.	Minns, James Edward.	B. A., Vic.	.....	Sci., Math.	1,100

* School established 1904, but no report received.

Uxbridge	Park, Henry George. Lang, Hector. Wegg, Charlotte Sophia. Wilson, Ethel M.	B. A., D. Ped., Tor. B. A., Tor. B. A., Tor. B. A., Tor.	Class. Math. Math. Math.	1888 1903 1904 1904	1,000 750 500 450
Vienna	* Bonis, Harry. Jenkins, Myrtle Mellaney.	B. A., Tor. B. A., Tor.	Class. Class.	1905 1905	800 500
Walkerton	Morgan, Joseph. Norris, James. Day, Alfred Ernest. Cheswright, Richard C.	M. A., Tor. M. A., Queen's. M. A., Queen's. M. A., Queen's.	Class. Math. Eng., Hist., Fr., Ger. Sci.	1881 1903 1901 1900	1,200 1,000 800 800
Wardsville	Weidenhammer, William B. Goulding, Hannah Mitchell.	B. A., Tor. B. A., Tor.	Eng., Hist., Fr., Ger. Eng., Hist., Fr., Ger.	1905 1902	800 400
Waterdown	Perry, Peter. Belfry, Effie. Stafford, John.	M. A., Trin. B. A., Tor. B. A., Tor.	Class. Class. Class.	1902 1904 1905	900 400 500
Waterford	Mills, John Hudson. McKechnie, John Henry. Fleming, Maud E. F.	M. A., Queen's. M. A., Queen's. B. A., Queen's.	Class. Math. Mods. and Hist.	1899 1903 1904	1,200 800 600
Watford	Potter, Charles. McQueen, James M. Bambridge, Cella. Robinson, Fred.	B. A., Tor. B. A., Tor. B. A., Tor. B. A., Tor.	Math. Mods. and Hist. Mods. and Hist. Mods. and Hist.	1892 1903 1900 1905	1,050 750 500 600
Welland	McNaig, Herbert M. McNiece, James. Foster, Jessie. Buchner, Claribel M.	B. A., Queen's. B. A., Tor. B. A., Tor. B. A., Tor.	Sci. Fr., Ger. Fr., Ger. Fr., Ger.	1891 1896 1899 1901	1,100 900 550 550
Weston	Kennedy, Thomas. Hubbard, Joseph J. Hawkins, Maud Mary.	M. A., Queen's. B. A., Tor. B. A., Tor.	Math. Eng., Hist. Eng., Hist.	1902 1904 1904	900 525 550
Warton	Baines, Archibald W. Jernyn, Percy Thomas. Ferguson, Thomas R.	M. A., Trin. B. A., Tor. M. A., Queen's.	Eng., Hist. Eng., Hist. Eng., Hist.	1895 1900 1905	1,000 800 700
Williamstown	MacDonald, James. Witherill, Ebenezer Rufus. Shepherd, Martin Ward.	M. A., Queen's. B. A., Queen's. B. A., Tor.	Eng., Hist., (Interim) Class. Eng., Hist., (Interim) Class. Eng., Hist., (Interim) Class.	1898 1895 1903	1,100 800 750

* Appointed since 7th Jan., 1905.

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